

The Vocational Guidance Quarterly

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"A Professional Journal concerned with the Role of Work in the Life of Man"

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Message from the

PRESIDENT

"What's ahead in April?" might well be the title of this message—with "Come, oh Come to Chicago!" as the subtitle. Working on the convention program was a major NVGA activity last summer and fall, to which many members contributed. Here is an invitation from all these members—as well as our program chairman, Marvin Burack, the other officers, and myself—to join us at the convention April 16-19 if you possibly can. The program will be, we hope and believe, a source of pride as well as inspiration and stimulation to all NVGA'ers and other APGA members.

Building the program was an interesting and rewarding experience—although also, especially for Marvin, an arduous one. The generous cooperation received from practically everyone asked to help was most satisfying. Equally pleasant was the realization, which grew from week to week, of the range and quality of the talents and interests represented in our membership, which could be tapped for program contributions.

We were pleased also by the ready acceptances of our invitations to participate in the program received from distinguished people in other fields—testifying, we thought, to their belief in the importance of vocational guidance and of our association. Leading the roster of our outside speakers will be the Honorable Arthur J. Goldberg, Secretary of Labor.



As efforts proceeded to construct a program which adequately illumine the many facets of vocational guidance, the tremendous scope of the profession became ever more apparent. Vocational guidance has its roots in and draws essential substance from economics, sociology, and other social sciences as well as psychology and education. Furthermore, since educational and vocational development is a lifetime process and counselors may be called on to help people of many different kinds, our knowledge of the individual needs to extend from childhood to retirement age, to all levels of ability, and to people with special problems and handicaps. In addition, we should recognize that, of all groups in the country, our profession is the one best situated and with most responsibility for helping young people to understand the relation of their education to their working lives, and to develop wise occupational and educational plans. So we need to make sure that we ourselves are adequately informed about the dramatic new developments—such as automation—now affecting the world of work, and about what they imply with respect to the occupational future and educational requirements for employment.

Within the space of one convention, it is obviously impossible to consider all these aspects—let alone the many other important ones—of the background, practices, and responsibilities of our profession. The programs planned for Chicago will, however, have several major themes, each developed in a series of sessions.

The Secretary of Labor will begin the discussion of one of these themes—the new and pending governmental programs of great significances for vocational guidance. He will be the chief speaker at a program Monday afternoon on Government Work Camps for Youth—projects aimed at providing help urgently needed by growing numbers of young people in entering and adjusting to the world of work. A sequel will be the session on community mobilization for employment and training, to be held Wednesday evening, which will consider the new area redevelopment and training legislation and what this can mean for young people

and the counseling profession. (Parenthetically, it can mean a very great deal for both groups, as those attending the session will find out.)

Automation and its tremendous implications for employment, education, and guidance will be the subject of another panel discussion, with participants including some of the country's top experts in this field. The United States is now in a period of rapid technological change, which will affect, in profound ways, not only the world of work but also education and possibly even our social structure and patterns of thinking. So automation is a subject on which everyone concerned with vocation guidance needs up-to-date information.

Since education is sharing directly in the technological revolution, we have also organized a session on new educational media and their implications for guidance, and have arranged for demonstrations of these media through the courtesy of the Chicago Board of Education. Two related programs will deal with the occupational future as anticipated in the light of technological changes and other developments, and with new findings in the field of educational and occupational information. Finally, there will be a workshop session on what counselors need to know about the world of work and how their preparation in this area can be strengthened.

Since an understanding of vocational development is basic in vocational and educational counseling, this is another major program theme. A panel of distinguished social scientists will begin the consideration of it by discussing how anthropology, economics, psychology, and sociology each throw light on vocational development. The nature of vocational development as a lifetime process will be the subject of a second program, with Dr. Robert J. Havighurst as chief speaker and several outstanding discussants; and there will also be a panel on research in vocational development, starring some of NVGA's leading members.

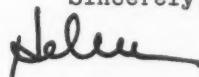
Several related programs with a practical slant have also been organized—including one on methods of implementing vocational development in the schools, and two on industry's and labor's highly important contributions to career development and the job adjustment of young workers. We hope the personnel people from business and industry in our association will take advantage of the first of these sessions to find out what the schools are doing in this field, and that many school and college counselors will reciprocate by attending the other two programs. One of NVGA's unique contributions is the opportunities it affords for interchange of ideas and information between guidance and personnel workers in education and those in business and industry—with resultant strengthening both of the schools' efforts to prepare young people for adult life and of industry's efforts to recruit and train young workers and help them adjust to their first jobs.

The counseling and career development of girls and women, the gifted, older workers, students entering vocational education, and other special groups will be discussed in another short series of programs. Still another group of programs will deal with tools and techniques—the interpretation of interest inventories, the use of audiovisual materials, and other group guidance methods. Finally there will be a program on the challenges ahead in employment counseling (which should give school as well as employment service people valuable insights into the important new developments in this field); and on how schools, colleges, State employment services, and community agencies should work together in counseling and placing young people.

This is quite an impressive bill of fare, don't you think? Food for thought for all attending! So that members unable to attend the convention can share in the intellectual sustenance provided and those who do get there can have a permanent record of it, we plan to report highlights and reproduce some of the papers in future editions of the Quarterly. But do come and enjoy the entire menu if you can!

One more item in conclusion. I am sure you have all noticed and been pleased with the fine new format of our magazine. Congratulations and thanks are due to Martin Hamburger for this. He asked me to apologize for the delay in publication of the last issue, which was caused by problems connected with introducing the new format, and to say that he would be glad to have any suggestions you would like to send him on how the magazine might be made more useful to you. He will also welcome suggestions for articles, or manuscripts for consideration.

Sincerely,



Helen Wood

SPECIAL CONSTITUTIONAL NOTICE

A proposed amendment to the Constitution of NVGA is hereby presented to all members in accordance with Article XI of the Constitution. The Executive Committee formally recommends that the new amendment provide for the immediate past president of NVGA to be given the status of an officer of the Association, thus becoming a member of the Executive Committee instead of being only a member of the Board of Trustees.

This amendment is to be submitted and discussed at the NVGA Delegate Assembly meetings, April 16-20 in Chicago.

Womanpower—Wanton Waste or Wishful Thinking?

ESTHER M. WESTERVELT

THE WASTE of womanpower, and the shift of "women's work" from private households to commercial enterprises, is the subject of a literature which during the past decade has proliferated and shows no signs of abating. During this same decade national concern with the uses of manpower and of education has acquired intensity and direction from our struggle to maintain power and prestige in the international arena.

A suspicion that our competitors in this global game use women workers more effectively than we do, at all levels of employment and with no obvious effects upon their marriage, birth, or divorce rates [1], has helped focus attention on the labor force role of American women—and resulted in numerous urgent recommendations for more effective vocational counseling.

Recent decades have witnessed a sharp increase of women in industrial and professional occupations in Eastern Europe and the Orient. In our country they have produced the paradox of a steadily increasing employment of women, particularly of married women, which has been accompanied by a steady decline in the proportion of women employed at the top levels of industry and the professions [2]; also, very recently, by a widening gap between the average annual earnings of men and those of women. Some sources predict that this trend will accelerate during the two decades ahead [3].

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The paradox is compounded by a constant accession in the proportion of young women entering college or some type of post-high-school education. Seemingly the more women we educate the less "use" we make of educated women. Is it that we do not have enough "work" for them? Or do they not want to "work"? And what do we mean by "use" and "work"?

"Use" connotes purpose. "Work" is succinctly defined in the Oxford dictionary as "application of effort to some purpose." But we have equated "work" with *paid* employment; that is, with employment proved by monetary reward to be consistent with the *purposes* of the American culture.

An American male commands respect in our society by the importance of his position—an importance measured primarily by the amount of control vested in that position. No matter how adequate his private income, he is expected to draw a salary commensurate with his position in its given hierarchy. When we ask of a man, "What does he do?"—our prime means of identification—we mean, "What does he do for pay?" A man occupied in classifying lichens or running the local community chest drive without financial recompense is simply "not working." Similarly, a woman who spends three days a week as a sales clerk "goes to work," while a woman who devotes the same amount of time to housework or to service as a Grey Lady "does not work."

When we lament the waste of womanpower and ponder ways to

"use" educated women, when we argue at what family stages or under what circumstances married women should "work," we are not discussing women's "application of effort to some purpose" in its broadest sense. That could include a multitude of individual and community purposes. We are only discussing women's participation in *paid* employment, their "application of effort" to purposes sanctioned by a paycheck.

Changes in Women's Work

Urbanization, which even in its early phases drew men into socially determined channels of group endeavor outside the home, for centuries left within the home a large portion of essential social and economic functions for women to carry on without direct recompense in money or barter. But a revolution which has been long in the making is reaching its climax in our time. The traditional functions included in "women's work" are now largely performed outside the home—a fact which provides another rationale for equating "work" with paid employment for women as well as men.

Historically in the Western world—and perhaps universally, despite variations in cultural patterns—the essence of the work of women has been *nurture*. The nurturing function encompasses a wide variety of activities, including food production and preservation, manufacture of clothing, design and maintenance of family shelters and of storage space and utensils, as well as nursing, teaching, and the physical care of the dependent. Lewis Mumford, who regards the birth of the city as the offspring of the marriage of the paleolithic hunting culture and the neolithic village culture, in which the aggressive masculine processes of the former over-rode the feminine, life-nurturing activities of the latter, sees the nurturing functions as the foundation and the heart of civilization. He remarks that

... 'home and mother' are written

over every phase of neolithic agriculture, and not least over the . . . village centers . . . in form, the village . . . is (woman's) creation: for whatever else the village might be, it was a collective nest for the care and nurture of the young . . .

The order and stability of the village, along with its maternal enclosure and intimacy and its oneness with the forces of nature, were carried over into the city: if lost in the city at large, through its over-expansion, it nevertheless remains in the quarter or the neighborhood. Without this communal identification and mothering, the young become demoralized: indeed, their very power to become fully human may vanish [4].

Until even a century or so ago a woman was never "out of a job" as long as she was able to cook or sew or provide some simple service to the young, the ill, or the destitute. City, village, and frontier depended upon wives and mothers for the major share of the production of family necessities and for provision of nursing care, education of the young, and assistance to the needy.

Nurture in the Modern World

Today organized businesses and professions provide and control the vast majority of such productive and nurturing activities. Friends and relatives no longer watch over the dying, who are instead immured in sterile hospital cells; girls learn their "home economics" in required courses in Junior High Schools—and a good thing this is, since school hours and youth activities leave them little time to learn them at their mothers' sides; the wife need do no more, if she wishes, than thaw out her family's dinner in a warm oven; home vegetable gardening is the hobby of a fortunate few who have the necessary leisure and a large enough lot; sales of sewing machines, and other "do it yourself" equipment, continue to increase but without any apparently deleterious effects on the ready-to-

wear industry or on the sale of other manufactured goods.

As more goods and services are produced outside the home, individual families depend more and more upon cash income. Today 70 per cent of our gross national income comes from wages. Should we not then expect that most women, especially married women, would follow their "work" orientation to its new locus and there help procure the family's share of the national wealth from the most available source—paid employment?

Women in the Labor Force

Such is *not* the case—despite statistical data relevant to the increase of married women in the labor force. Two-thirds of all married women are still, at one time, not in the labor force at all. Even if we grant that, in the early years of marriage, women are kept at home by the care of young children (and only 18.6% of mothers with children under 6 were in the labor force in 1960) this fails to account for the fact that considerably more than half of all women with children of school age are *not* in the labor force (61% in 1960), or that more than half of those with grown or no children are *not* there either (65.3% in 1960) [5]. Available data also suggest that only a small proportion of the total population of women engage to any appreciable extent in volunteer activities and adult education. The more education a woman has the more apt she is to be found in the labor force, yet it is a fact that almost half of all women with a college education or more are *not* in the labor force at all (47%) [6].

Among women who are employed, particularly married women—and the majority of women workers today are married—indications are that paid employment plays a decidedly more peripheral role in their lives than did the comparable unpaid household (i.e., "nurturing") activities of wives a century ago: only about a third of the married women in the labor force

worked the year round at full time jobs in 1960 [7]. Indeed, the failure of intellectually gifted and highly educated women to produce in any proportion to their numbers in the professions and sciences occasions frequent comment. Comprehensive data is elusive, but we know that both married and single women, especially in the younger age groups, tend to move in and out of the labor force with more frequency than other groups. The fact that women's wages are now dropping further than formerly behind those of men is probably as much a result of women's labor force behavior as of sex discrimination.

This apparently cavalier attitude toward employment is not primarily a reflection of freedom from economic pressure. Such pressure is evidenced over the past decade by the participation rates of married women with school age children, which accounted for one-half of the total labor force increment among married women [8]. Further, in 1958 in families with family incomes of \$7,000 to \$15,000, fully half of the wives worked sometime during the year and half of those who worked had full-time jobs the year round [9]. That is to say, it seems likely that wives in families whose expenses are increased by the age of their children and/or those in families whose standards of aspiration are high feel the need to work. Nevertheless, wives who react to this necessity by seeking paid employment are—at any one time—in the minority despite the fact that the average annual income of the lower sixty per cent of the population in terms of family income is less than the average of their annual consumption expenditures [10].

Some Questions about Women's Roles

Are today's women trying to put one foot in each of two non-existent worlds? Are they eager to *purchase* their own and their family's portion of goods and services while behaving

as if they were ordained, by virtue of their sex, to perform their most important social and economic activities chiefly in the sheltered workshop of home? Do women ignore the inescapable reality that level of income from wages is closely related to persistence in employment, and to maintenance and enhancement of employment skills? Are women unaware that the larger share of the time-honored tasks of their sex has been pre-empted by public services and private enterprise? Or are perfectly clear intellectual perceptions powerless to penetrate emotional barriers to action?

Have technological invention and social innovation not only dangerously outdistanced man's ability to control his aggressions, but markedly outdistanced as well other ancient and central compulsions rooted in the human cultural and biological heritage? Particularly, those compulsions which delimit the potentialities of women?

Marriage, motherhood, and the relation between the sexes are ancient and enduring human concerns. For generations which reach far back into pre-history the family was the unit of production, the basis of social stability, and the source of the division of labor between the sexes. Vast and intricate economic, political, and social structures which have grown out of these simpler units of social organization have neither eliminated families nor greatly tempered the power of values associated with families. Attitudes towards women's activities are therefore apt to be inspired and examined not by the light of surrounding, objective circumstances—that is to say, not by empirical observation—but by the blinder sight of hereditary compulsions.

Attitudes Towards Women's Roles

Attitudes, and the sources of attitude-change, remain one of the most difficult and relatively unexplored areas of socio-psychological study [11]. Studies have indicated that "general"

attitudes tend to remain relatively unchanged over the life span. Specific attitudes may be changed—for example, the attitude of an employee toward a certain type of work—by given experiences. A more complex "general" attitude, such as that of people toward "women's roles"—seems not to change even in sharply altered circumstances such as in technological revolution or social upheaval.

If such attitudes cripple individual women's opportunities for full, mature development in a society which provides, in a long lifetime, only a relatively few years of full time work in the home, and if they handicap our social progress by keeping the abilities of women out of the work force which produces most of our goods and services, is there anything that we can do about it? Are women, as they are often dubbed by the United States Department of Labor, inevitably a "secondary labor force"? Are they forever doomed to incomplete development of their capacities, to a place on the periphery not only of the life of our society but also of the lives of their husbands and their children? Or have we approaches, as yet little explored, to the vocational guidance of girls and women, approaches which could help enrich the lives of the women of tomorrow and infuse new strengths into our society?

Outmoded Attitudes Too Ingrained

I elect to assume, because I think it is safe to do so, that attitudes towards women's roles are too deeply ingrained to change sharply within a generation or two, no matter what the impetus of technological and social developments. So can we instill in a young woman a sense of commitment to vocation without changing time-bound attitudes? The woman who shared in the communal basket weaving of a neolithic village and her counterpart today who shares professional training and salaried skills with a large and complex community differ

only in degree. There is today, I believe, evidence that thoughtful young women are deeply concerned with the "work" aspect of their future. Despite cogent aspirations to marriage and motherhood, they are aware that early talents and training which might be economically important to them and their families in the future may previously be eroded by years of concentrated domesticity.

Efforts of educators and counselors to induce young women to make realistic long-range plans for vocational futures seem, however, according to studies of girls during the '50's, to be largely ineffectual. One patent difficulty is that all involved are trying to map courses through almost uncharted territory. While career patterns of women are undergoing sharp changes we really know very little about their emerging directions.

Current studies of career patterns and vocational development do not help us, largely because they assume an uninterrupted period of gainful employment through most of the adult years, a pattern which fits the great majority of men but not of women. A corollary assumption, more closely related to women, is that any appreciable interruption of gainful employment presupposes either a dual career—one before the interruption and one after—or what Super terms an "unstable career pattern" [12]. This is to say, we assume that the woman who spends her life neither wholly as a home-maker nor entirely in the labor force, (except possibly for very brief interruptions for childbearing if she is married) is not consistently developing her capacities in either a given field or in a series of related fields. Observations of current labor force patterns of married women tend to bear out this assumption, *but* this is no certain indication that these patterns reflect a continuing, irreversible trend in the lives of women.

Implications for Vocational Guidance

To tell a young woman that she should expect, and plan for, a return to the labor force after an interruption to paid employment of from ten to twenty years for marriage and family responsibilities evades the major problem. Her feeling of the need to make a vocational choice and of the importance of vocational commitment should be encouraged. Too frequently these are vitiated by over-emphasis on the conflicts in or the multiplicity of women's roles—concepts never applied to the multiple activities of homemakers of another century. We need to present young women with an integrated concept of the interdependent nature of family responsibilities—psychological, social, and economic—in contemporary America. The nature of these responsibilities is in essence much the same as it has always been—only the locus of their fulfillment has changed.

How can we help young women to grasp the opportunities for vocational continuity which exist in home, community, education, and employment? Are we too apt, for example, to discuss volunteer activity in moralistic terms of civic responsibility, rather than as an outlet and testing place for individual talents and skills? Thus young married women—especially the better-educated, whose social level or vertical aspirations are most apt to draw them into volunteer work—become prone to regard it as an obligation for generalized participation rather than for the contribution of their specialized capacities.

More early counseling is also certainly in order concerning opportunities for part-time education in technical or graduate fields during the years of heaviest family responsibilities. Women are too often prone to shun these opportunities until they are ready to re-enter the labor force, often many years after their formal schooling. This practice tends to limit both the quality and the quantity

of the specialized education they receive, to say nothing of contributing to their uncertainty about undertaking it at all. Some current restrictions on continuing education, such as the lack of adequate scholarship and fellowship aid for part-time married women students and insufficient specialized counseling will undoubtedly be lifted under sufficient pressure from women students with a strong motivation for such an investment in future income and individual development.

So much has been said and written about uses of part-time employment in women's vocational development that little need be added here. In many fields, part-time employment at home is possible. Primary emphasis should be placed upon the value of selecting such employment for the maintenance and enhancement of existing skills, or for the planned exploration of various types of vocational fields, as opposed to its more casual use as a source of supplementary income or as a means of occupying idle time.

Vocational counseling along these integrating lines ignores neither the power of traditional concepts of the feminine role nor the burden of household duties (a complex which is still inadequately understood) which keep most married women out of the labor force for some part of their lives. It does recognize that psychological, social, and economic forces now combine to send most married women into the labor force for some time during their married life—that this is as much a part of "women's work" now as tending babies ever was.

Today's husbands have become markedly proficient at tasks such as dishwashing, cooking, baby care, marketing, and housecleaning. If wives are to undertake a comparable share of economic responsibility, they cannot assume that marriage and childbearing relieve them of the necessity for vocational choice or rob them of

the opportunity for persistent vocational commitment. Such an assumption results in labor force behavior which is unstable and/or discontinuous—discontinuous in the most vital sense, that of skill maintenance and development.

Women who derive the optimum amount of satisfaction from paid employment and manage most successfully to integrate it into the totality of their lives, early recognize that occupational choice and planning is for them, as for their husbands, a lifetime matter and not an ephemeral fancy or necessity. A society which desires to make the most effective use of the varied skills and capacities represented by the training and native endowments of its women has an obligation to help all women to this recognition.

Until we shift the focus of our thinking, our discussion, and our counseling from putative conflicts in women's roles to their interdependence—an interdependence which makes planning for their continuing integration psychologically and socially indispensable—we are curtailing our national feminine potential, both in labor force and elsewhere. What we today call "womanpower" is an uncertain quantity, but without a doubt, we are now determining what "womanpower" will be tomorrow.

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What do you mean, what do I do? Isn't it enough that I'm a woman!

The Employment Needs of Urban Youth

ELI E. COHEN

The following article is based on Mr. Cohen's keynote speech at the National Consultation on Public Urban Youth Work Programs, a two-day conference held in New York on Feb. 5-6, 1962, sponsored by the National Social Welfare Assembly.

LET ME start by quoting an industrialist: ". . . the following deficiencies in our national life have created this (youth) problem:

"1. There are not jobs enough to take care of the youth who need them and want them.

"2. Our educational system is not adequate, in size or character, to prepare multitudes of youth for the work opportunities that are available.

"3. Nationally speaking, there is not equal opportunity for education. Vast areas of the United States have inadequate educational systems. . . .

"4. There is a gap measured in years between the time a youth leaves school and the time he finds a job. During this period society completely abandons him. . . ."

The man who wrote this is Charles W. Taussig, at the time President of the American Molasses Company. Although it appears to describe accurately our current situation, the statement actually was written in 1938 in

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¹ LINDLEY, BETTY and ERNEST, K., "A New Deal for Youth—The Story of the National Youth Administration," The Viking Press, New York, 1938.

the foreword of a book¹ on the National Youth Administration. If what was written during one of the nation's worst depressions can apply so aptly to our youth today, I submit that we are confronted with a problem of staggering dimensions.

There are, of course, major differences between the 1930's and the 1960's. We have made vast technological advances, for example, but automation has reduced the place in our economy for the unskilled and inexperienced. We have established a system of unemployment compensation to cushion the effects of unemployment, but the youngster who has not worked since leaving school, or who has worked only intermittently, has not built up the credits to benefit from this program. Unemployment is not nearly so widespread, but for the long-term unemployed there is little solace in the fact that more people are employed than ever before.

There were 65 million Americans on jobs in January of this year. Four and one-half million, or almost six per cent of the labor force, were unemployed. One and one-quarter million of these had been unemployed for fifteen weeks or longer. Young people constitute approximately 20 per cent of the unemployed whereas they make up less than 10 per cent of the labor force.

It has been said by many that youth unemployment merely reflects the total unemployment situation and that there can be no genuine answer until we have solved the problem of adult unemployment. While this, of course, is true, it tells only part of the story.

Youth Unemployment a Unique Problem

For the fact is that unemployment hits youth harder than any other age group in our population. The nearly one million unemployed youth represent a rate of joblessness two to three times that of the national average. Even if—by the stroke of a magic wand—we were able overnight to create enough jobs for all who want to work, there would still be many youths unable to qualify for the available employment, or having been hired, unable to perform satisfactorily enough to be retained. Some lack rudimentary work skills, sense of responsibility, or acceptable work habits and attitudes. Therefore, we need not only an increase in the total number of jobs, but also an expansion in the types of employment suitable for inexperienced youth—entry jobs requiring no experience, minimal skills, and less demanding hiring requirements. To what extent this is achievable will be discussed later.

It is obvious, then, that we have a twin-headed problem—lack of jobs and marginal employability on the part of many youth. For some the unemployability is absolute—they are just not ready to work; for others it is relative—they are capable of working but unable to meet the hiring requirements of employers. These requirements are rising. A generation ago, an elementary school diploma was considered adequate. Today high school graduation is a minimum requirement for most jobs. I venture to predict that within the next ten years post-high school education for two years—at a junior or community college or technical institute—will replace the high school diploma as a basic requirement for employment.

Automation has accentuated the trend toward higher levels of education. It is debatable whether a college education is needed to watch dials or push buttons, but employers are reluctant to entrust the operation

of expensive equipment to employees whom they do not consider reliable, and level of education seems to be a major index of reliability. Regardless of whether automation in fact requires more education or less, all the forecasts are agreed that automation will mean greater opportunities for the educated and skilled and fewer for the under-educated and unskilled.

In the meantime, automation is taking its toll with loss of jobs and displacement of workers. In the mass production industries—such as steel and auto, we are producing more with fewer workers. In some cases, company employees displaced by automation are re-assigned to other duties. As a result, the hiring of new employees declines sharply. And this is where the new youthful entrants to the labor market are hurt; the normal job turnover from which they previously benefited has dropped and indeed in some cases is non-existent.

Impact of Automation

Let me cite one example of what automation can mean. A glass plant has been developed, employing 14 workers, that is capable of producing 90 per cent of all the electric light bulbs needed in this country, 100 per cent of the radio and television tubes (except for picture tubes) and, in its spare time, can manufacture Christmas ornaments!

Automation is not restricted to manufacturing operations. It appears in offices in the form of machines that replace clerical workers. Vending machines and self-service techniques have eliminated many sales clerks. Automatic elevators have displaced an estimated 40,000 manual operators. It is argued by some that in the long run automation will produce more employment. This is open to question, but in any case, to date, it has meant fewer jobs. Whether there will be more jobs or less, the nature of many of the occupations of the future will certainly be different.

Up to now I have been talking about youth as if they were one monolithic group. While they have much in common—their age, for example—they fall into three fairly distinct groups. First, there are the college-bound who, as a group, will do all right in the job market. Next are the high school graduates who, on the whole, will manage but not without some difficulty. Non-whites in this group, however, will experience greater difficulty. Finally are the dropouts—those not completing high school—who will find a most unwelcome reception in the labor market.

Dropouts: Vulnerable, Dispensable, and Unwanted

Compared to high school graduates, dropouts suffer greater unemployment, take longer to find jobs, get poorer jobs, and earn less money. Untrained and incompletely educated, they are often under-employed, face the prospect of a lifetime of blind-alley jobs, and sometimes remain chronically unemployed. They are the vulnerable, dispensable, and unwanted in our work force.

Negroes, Puerto Ricans, and other minority group members are arbitrarily excluded from many training and employment opportunities. The inequality of opportunity is reflected in lower incomes and poverty, poor housing and slum neighborhoods, and lower levels of education and skill. I have seen one set of statistics that graphically makes a point: In one Pennsylvania community, Negro college graduates earn only five cents an hour more than Negroes with an elementary school education, whereas Negro college graduates earn seven cents an hour *less* than white Protestants with only an elementary school education.

Discriminations strike even deeper in a personal sense. Aware of the barriers to their employment, many minority group youngsters are reluctant to enroll in available training courses. Thus when opportunities for them do in fact open up, they are unprepared

with the skills needed to be hired. In giving up in the first place, they become the victims of a vicious circle, and many lose their desire to improve their situation.

Another especially disadvantaged group are those youth who migrate to the big cities from the rural areas, many of whom are Negroes and drop-outs. Unprepared for both city life and work, they flounder for a long time and many never really find themselves.

Some of the dropouts, in-migrants, and minority youth might possibly be marginally employable regardless of the state of the economy, but the premium automation has put on training underscores the urgency of reaching these youngsters and motivating them toward work and training. They have ability and talent. Studies of drop-outs reveal that 70 per cent have at least average intelligence and are capable of completing high school. From six to thirteen per cent are smart enough to do college work. But they are victims of economic, social, cultural, and psychological pressures which they have not been able to cope with alone. They are rejecting a situation that they feel has rejected them.

The problem of our nearly one million unemployed youth is a formidable one, but it may be relatively minor in size compared to what is ahead of us in the future. Following the phenomenal birth rate after World War II, we shall shortly see the greatest influx of young workers in our country's history. In 1960 two million of them entered the job market; it will rise to 2.5 million in 1965 and to 3 million in 1970. Altogether 26 million youth will seek jobs in the decade of the 1960's, 40 per cent more than in the '50's. 7.5 million of these will be dropouts, of whom 2.5 million will not have gone beyond elementary school.

And, if you want to look beyond 1970, let me tell you a prediction made the other day by Secretary of Commerce Hodges: his five-year-old

granddaughter will live to see the population of the United States increase to 400 million from its present 180-plus million.

Where are we going to get the jobs for these millions of youngsters, and how are we going to prepare them for working in an automated economy? It is natural to look to private business and industry for the additional jobs needed, but there seems to be no indication that the private sector of our economy will grow fast enough to absorb the current unemployed, let alone the increased numbers coming into the labor market in the future. Only last month the Kennedy Administration forecast a reduction of unemployment to four per cent by mid-1963. Without taking into consideration the expected increase in the labor force next year, this reduction of unemployment by one-third would still leave approximately 3.5 million unemployed, of whom over 600,000 would be youth.

Long-Term Outlook Bleak

Earlier in this speech I raised the question whether we can achieve an expansion of entry jobs for inexperienced youth. The tide seems to be against us. Figures from Detroit, for example, show that there has been a 55 per cent loss over five years in jobs available to 16- and 17-year olds; entry jobs for this group in that city have been diminishing at the rate of 2,000 a year for the last ten years. Some have gone so far as to suggest that in the private economy of the future there will be no place whatsoever for young workers, that automation will not need the labor of the young and the old, that we need to develop new social institutions to keep them off the labor market but gainfully occupied.

What are the alternatives? Shall we dump the idle youth into our rivers? We can be sure they won't return to school in any large numbers—they did not like school in the first place.

There is reason to question the wisdom of a policy that urges their return to the classroom before our schools have been strengthened sufficiently to attract them and deal more effectively with their special needs.

Government Work Programs

However objectionable it might be to some, the only alternative is to have federal, state, and city governments establish work and training projects geared to the special needs of youth. To those who may be worried about the cost, I can only respond: Can we afford the continued neglect of millions of young lives?

You will hear in a few minutes about some prototype programs that will suggest what can be accomplished by a massive government program. In the meantime, let me say that they will provide jobs and constructive activities and an opportunity to earn money for youngsters who would otherwise be idle, aimless and unwanted. If they are solidly based, they will do even more than that. They will develop occupational skills and teach youth how to work—to report on time, take responsibility, accept the authority of a boss, get along with co-workers. They will offer try-out experiences in a variety of jobs to help young people find out in what types of work they have the most interest and ability. They will encourage further education and training. They will operate in an atmosphere that will help give the young people feelings of being worthwhile and useful and will encourage self confidence.

Successful government work programs will depend upon more than having ample funds, important as the dollars are. They will depend on understanding and appropriately trained staff. Imagination in developing useful work projects will be of paramount importance. Counseling will be necessary to prepare the youth for subsequent entry into private business and industry.

In stressing the role of government, I intend in no way to minimize the importance of private industry in this whole picture. Industry is where most of these youngsters will ultimately find themselves, and we must keep working with industry to maximize the opportunities there. Nevertheless, in this Consultation, we need to focus on a part of the picture to get the most mileage out of our discussions. Rather than scatter our attention, we would do better to call another Consultation in the near future on those aspects of the problem not covered adequately during these two days. In my opinion, the time spent here will have been of great worth if out of this Consultation can come the stimulation for the widespread establishment of public urban work programs for youth and the development of sound guidelines

for their organization and operation.

While we don't have all the answers to solve the grave youth unemployment problem, there is beginning to be signs of light. Never before have I seen such interest and activity in this problem. Symbolic of all this is the fact that the President of the United States appointed three months ago a President's Committee on Youth Employment. And there has been introduced into the Congress a bill—the Youth Employment Opportunities Act—to establish public work and training programs for youth.

We have the wisdom and resources to lick this problem. We unlocked the secrets of the atom and are currently putting a man into space. Surely we can find the way to train and employ our youth.

God intends no man to live in this world without working, but it seems to me no less evident that He intends every man to be happy in his work.

JOHN RUSKIN

Certain Aspects of Vocational Guidance in a Technological Age

HAROLD J. REED

The following article is another "Whither NVGA" report. Last year, as part of the nationwide NVGA discussion of this topic,¹ one of the regional groups met in Los Angeles under Harold Reed's chairmanship and focused entirely on the impact of automation on career opportunities.

THE INTENTION in this report is to show the direct and indirect implications for vocational guidance workers of certain trends and developments, particularly the impact of new technology. The following major developments were considered:

- In this technical and scientific age, people at both ends of the ability dimension are subject to readjustment problems—the inability of the least able, and therefore least prepared, to secure employment while the more able may be over-recruited. Educational planning and educational philosophy are closely involved (perhaps partially responsible) with these problems.
- Characteristics of the labor market change with technological innovations. Data telemetry and micro-miniatrization have created new occupations. It is anticipated that the average entry worker today will have to make not less than three major job adjustments during the course of his

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¹ See *The Vocational Guidance Quarterly*, Summer 1961; William C. Cottle, "Whither NVGA?" This was the summary of the various regional reports.

work life. Education and training must prepare young people to cope with the changes that are bound to occur in the relationships between what they learn and what they will be called upon to do on the job.

► About 7.5 million early high school leavers and a larger group of high school graduates terminating their education will enter the labor force in the 1960's (*Manpower, Challenge of the 1960's*, U. S. Department of Labor). With increased needs for educated workers, will there be a place for these entry workers in the labor force? Can their needs be best met by keeping them in school? Will these people accept jobs as operative with its lack of status?

► With job opportunities increasing in the technical and skilled occupations, the estimated need for 5 million new skilled workers is not likely to be met through established training programs. For example, the 32,000 graduate apprentices in one recent year were not enough to replace those who left the skilled labor force by death or retirement. Apparently, most skilled workers learn their trades informally by observing the skilled craftsmen with whom they work—generally a less satisfactory method of training.

Suggestions for Action

To prepare NVGA members more adequately for the impact of the foregoing developments guidance organizations at the local, state, and national levels need to organize workshop groups to analyze the nature and extent of the manpower problem as it relates to the educational program. Such groups need to develop a frame-

work, or a set of guiding principles, for those who are responsible for the education, guidance, and job placement of youth. There are currently in use several, often conflicting, sets of principles. One set of principles has been developed by the school administrator, and another by the teacher or counselor. In business one set of principles represents the views of the company president, and another, the personnel manager.

A new and broad framework should be developed in seeking answers to the following questions raised by the Los Angeles group:

1. Are we too concerned with *guidance* techniques to the exclusion of other points of view? What are the contributions of other disciplines?
2. How can we make better use of them?
3. Does the present scope and sequence of counselor training programs reflect the best kind of training for those assisting students with educational and career planning?
4. Is the teacher a potentially better guidance worker than the specialist-counselor?
5. Does our society have a philosophy of work that is adequate for a scientific, technological, or space age?
6. Does a disproportionate amount of time spent on college counseling reflect an imbalance in guidance values?
7. Should the guidance program and the curriculum be directed toward career choice or career exploration? Are there significant differences on this dimension between the ninth grade and the twelfth grade?
8. If guidance is a continuous process, should guidance services be provided to adults? If so, what agency, or agencies, should assume this responsibility? If great numbers of workers are going to be displaced each year by technological changes, should not adult schools, or some other community agency provide counseling and retraining?

Industry's Needs and Problems

It needs to be recognized that industry also has a problem in this scientific age. Industry is concerned both morally and economically with layoffs due to automation or contract cancellations. Industry must anticipate changes in production methods and market conditions and relate these to manpower requirements and resources. Education then needs to know industry's predictions several years in advance, at least ten years in advance for training professional workers. Solutions to this problem require cooperative action initiated by organizations such as NVGA.

Perspectives on VOCATIONAL Counseling

Many reactions from area workshops sponsored by NVGA on "Whither NVGA" and reported at the 1961 APGA Denver Convention indicated a perceived difference between vocational and educational, or college, counseling. One or two questions reported illustrate a serious conflict: which guidance is specifically vocational? Should NVGA narrow its focus and launch a campaign for more *vocational counseling*?

It would seem that these questions assume college counseling is not vocational counseling. What is narrow about vocational counseling? Do college preparatory students get college counseling and terminal students get vocational counseling? This dichotomy is more than semantic. Is college a means to an end or an end in itself? Is not a college education, at least in part, a preparation for a career just as apprentice training may be a means to an end for a skilled craftsman?

Vocational and educational guidance must be related to the same process and with the same purpose, namely, to provide students with meaningful educational experiences. Relating curriculum tracks to occupational groups might answer that need.

A college preparatory major is hardly parallel to a major in home economics or business. It is possible for a high school girl to be interested in a home-making major for a career in home economics or as a housewife. She may also wish to take a commercial major for a career in accounting or clerical and sales. Both career areas may or may not require a college preparatory sequence of courses. The development of her vocational maturity would determine whether college was required as a means but not as an end.

Broadening Guidance for Non College-Bound

While a reorientation of our attitudes and counseling programs at the "college preparatory" level may be due, consideration might be given to strengthening our guidance programs for the majority who are "terminal" graduates or early school leavers.

The U. S. Department of Labor Bulletin No. 1288, *Factory Jobs—Employment Outlook*, January, 1961, suggests that training for such jobs may not be the function of the school. Of the 16.4 million workers in manufacturing industries, 7 million, or 43 per cent, are operatives whose training time ranges from a few hours up to a few months. The Department of Labor also points out that a serious shortage of skilled craftsmen will exist during the 1960's, almost 5 million. This number represents a percentage increase greater than that anticipated for our population or the male labor force.

Both skilled and semiskilled groups have one thing in common. Training is largely a function of industry, or shared with schools as in related training for apprenticeship programs. Schools are expected to teach these potential workers good work habits and attitudes rather than job skills.

Those who are concerned with the placement and training of most of our 26 million new workers in the labor force during the 1960's might consider

the school's role in meeting the needs of industry for 5 million skilled craftsmen and an equal number of operatives in manufacturing and semiskilled workers in other industries. Two programs suggest themselves:

1. For Potential Skilled Craftsmen

Organized committees of representatives from schools, management, labor, and the employment services need to stimulate support for apprentice training and work experience programs. Counselors have the responsibility for identifying students who would qualify for such programs and for working with advisory and apprenticeship committees in designing appropriate training programs for helping potential skilled craftsmen make a successful transition from school to work.

2. For Potential Semiskilled Workers

For those who will fill the semiskilled jobs, the school has a responsibility long unrecognized. Many of these workers during the 1960's will come from the early school leavers who then become no one's responsibility for too long. These young people who leave school early as well as those who will terminate their education with high school graduation need guidance and placement services. They are ready to learn job skills. Most entry workers at this sub-apprentice level use their hands. They are closely supervised, and they use a limited variety of hand tools.

The California Legislature considered a bill this past year to permit joint apprenticeship committees to organize and supervise these shorter on-job training programs. Related school training might well be provided by adult and evening high schools or co-operative industry-education programs in the following suggested learning experiences:

- a. Use of hand tools.
- b. Work attitudes.
- c. Income tax procedures.

- d. Personal budgeting and accounting procedures.
- e. Other short learning experiences.

A sequence of jobs and learning experiences would need to be established for those who are too young to operate some equipment prohibited by law.

Public Support and Professional Activity

A greater need probably exists, and certainly it must be resolved before the program suggested above can be effective. Public support for youth employment must be accepted. Society cannot wish all students to remain in school until they graduate from high school or until they are "old enough" or "mature enough."

It appears that our economy can meet the needs of all members of the labor force, but programs must be purposeful, planned, and supervised.

The challenge is stimulating to creative guidance, placement, and personnel workers. Effective educational guidance takes place for adolescents when they have a realistic awareness of the world of work and their educational experiences are related to that world of work.

Guidance organizations need to mobilize their members at the national level through NVGA, at the state level, and primarily at the local level through the hundreds of associations of counselors working with community representatives. Those in each school with the guidance point of view, assisting youth to accept themselves and helping them to develop their potentials, need to acquaint colleagues with the characteristics of the scientific and technological age and to insure that adequate programs are established for meeting student needs in these times.

You learned early to love work. It took me longer to understand the happiness it gives. But when I learned, I learned wholeheartedly to treasure it.

HENRIK IBSEN

I cannot sympathize with the noble theory that every man and woman should do their share of the world's work; I would gladly shirk my own if I could.

AGNES REPPLIER



Leak-Hunters

While their miners' lamps give their occupational setting as places of darkness, these men are leak-hunters, who walk 7 miles each day, looking for leaks. The scene is a darkened warehouse where whiskey is aging in oak casks and where any leak is very costly. The leak-hunters wear highly-polished shoes (apparently an occupational idiosyncrasy rather than a utilitarian requirement) and carry their tools to repair immediately a leak which they spot by a stain on the barrel or a puddle on the floor. In a small distillery there are over 10,000 barrels on a warehouse floor and apparently only the non-automated inspection of the leak-hunter can protect the product.



Coopers with Age-Old Tools

Among the occupations still requiring handcraft as the essential means of making the product, that of the cooper is prominent. Barrels and casks are still made as individual items, wherever the requirement is that they must be water-tight and perfectly joined. The tools of the trade remain the same over the years, an example of a stable occupation in the midst of many others which are in flux.

Interpreting Kuder Preference Record Scores: Ipsative or Normative

MARTIN KATZ

Two measurement specialists met at the APA convention.

"And how is your wife?" asked one.
"Compared to what?" said the other.

THE STANDARDIZED instrument most widely used for guidance is, in all probability, the Kuder Preference Record-Vocational. Like most other inventories and tests, it does not produce a raw score that is regarded as meaningful in itself. That is to say, the tally of preferences is not taken at simple face value as representing "how much" interest an individual has in each of the ten "areas." Instead, the *Self-Interpreting Profile Sheet* provides for a conversion of the raw sums to percentiles. It then directs that scores above the 75th percentile be regarded as high, scores below the 25th percentile be regarded as low, and those in between as average.

High, low, and average are, we recognize, comparative rather than absolute terms. In interpreting scores, then, we must be cognizant of the nature of the implied comparison we are making.

Here, two kinds of comparison seem relevant. One involves comparing an individual with other people. For example, does Joe have more or less "Scientific" interest than

Fred? How does he stand in relation to other high school boys generally? In relation to physicists? In relation to high school boys who later become physicists? Such a *normative* comparison seems—on the surface—to be inherent in the very process of converting raw scores to percentiles. The other kind of comparison is intra-individual: does Joe have more "Scientific" than "Literary" interest? It has been dubbed *ipsative* [1].

Just as a smoker may wax impatient with cigarette advertisements that proclaim, "80% milder" (milder than what? other brands? or this brand in a previous incarnation?), the counselor who attempts to interpret KPR-V scores will not be content with the mere designations, "high," "low," and "average," in the *Self-Interpreting Profile Sheet*. He will scrutinize carefully the derivation of the scales and try to judge their utility for either normative or ipsative comparisons.

Normative Interpretation

For interpretation of normative scores, knowledge of the nature of the reference group is crucial.

Ideally, the information we would like to derive from an interest inventory used for guidance is whether the individual has "enough" interest in a given occupation, or vocational area, or school subject, or major field, or whatever other decision the inventory scales presumably pertain to. For example, if he should enter such-and-such an occupation, will he derive

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"enough" satisfaction from the job activities themselves to stay in that occupation (unless another occupation offers superior extrinsic rewards)? Will he be attentive "enough" to his work (assuming sufficient ability) to satisfy his employer, customers, or clients? Or, conversely, will lack of interest tend to make him unhappy, ineffective, unstable in that occupation?

Information of such a nature would set no hypothetical limit either on the number of occupations in which an individual might have "enough" interest or on the number of individuals who might have "enough" interest in any occupation.

Strong, in defining and selecting his occupational samples and in deriving item weights from their responses, has in effect provided normative scales for this kind of interpretation of the Vocational Interest Blank (and has reinforced it with data from follow-up of occupational satisfaction and stability over an extended period). An obtained score on a Strong occupational key thus represents a comparison between the individual and members of a reference group who are presumed to have "enough" interest for success, satisfaction, and persistence in that occupation.

The KPR-V normative scales do not in themselves permit any such inference. The reference groups for the scales are otherwise undefined "high school boys," "high school girls," and "adult women," and defined but sketchily sampled "adult men." Thus, an individual's percentile rank on a scale presumed to represent a vocational "area" *at best* seems to indicate where he stands in comparison with the general population of his peers (high school students or adults of the same sex): his interest in a given "area" is higher than such-and-such a per cent of (let us say) high school boys. Since scores in these "areas" have not been empirically (with a few exceptions) on school subjects, they cannot be interpreted in terms of "sufficiency" of interest.

For although the manual suggests that scores above the 75th percentile be considered "high," there is very little empirical evidence to substantiate the notion that a score above the 75th percentile promises satisfaction or success in a given occupation or school subject. Thus, Diamond [2] points out that a score at the 75th percentile of the KPR-V "Musical" scale is more than two standard deviations below the mean of an occupational group of musicians. The occupational distributions provided in the KPR-V manual have been collected from here and there. They can scarcely be regarded as "occupational norms." So we are left in the dark as to what occupations and courses can be identified as, say, "Scientific" in the sense hypothesized by the KPR-V scale of that name, to say nothing of whether an 85th percentile rank on that scale is high "enough" to promise satisfaction in occupations which common parlance designates as "scientific."

To go a step farther, even a more general normative interpretation is questionable. The conversion of raw scores to percentile ranks and the subsequent interpretation of these derived percentile ranks as "high" or "low" seems, on the surface, quite analogous to the similar conversion and interpretation of achievement and aptitude test scores in respect to "national" norms.

However, it is obvious that an individual's raw score on one test of an achievement battery is experimentally independent of his raw scores on the other tests of the battery. Thus, an individual might be high—say above the 95th percentile—in all the tests of an achievement battery.

KPR-V raw scores, it will be remembered, are derived from a tally of preference responses when a statement representing one "area" is compared with a statement representing another "area." The statements are presented in triads. According to the Manual [3, p. 28],

"responding to each group of three activities involves making three comparisons, the first activity with the second, the first with the third, and the second with the third. The scoring system used always scores two of these three choices."¹

In the great majority of the triads a preference tallied for one "area" precludes a tally for another "area" represented by another statement. Thus, each raw score tally may be said to be made "at the expense" of another scale. Therefore, total raw score in each "area" is not experimentally independent of raw scores in other "areas."

For example, Joe's 85th percentile rank on the "Scientific" scale does not necessarily denote that he has "more" interest in the activities represented by that scale than Fred, who ranks at the 65th percentile. The more statements representing *other* areas Fred likes, the lower his "Scientific" raw score and percentile rank tend to be. In general, then, a person with many strong interests might be lower on a given scale than another person who has only mild interest in that "area" but even less in others. Thus, KPR-V scores would fail to reflect a generally high or low level of interest (in the sense of intensity or salience); for example, the evidence that high-ability students tend to be characterized by many high interests [4, 5, 6, 7] could not be properly reflected by KPR-V scores.

¹ Actually, this is not so. For example, consider KPR-V Column 1, triads "k,l,m" and "G,H,J." This kind of item is not really a "forced choice"—it does not require that the student choose between a statement representing one "area" and a statement representing another. The choice is, in effect, two tallies for one scale, one tally for that same scale, or nothing. However, such items are exceptions.

Ipsative Interpretation

But, it may be claimed, the absolute height of the percentile ranks is not important, and inter-personal comparisons are not required; for individual guidance only the relative heights among scores obtained by a single student should be used. In other words, this argument runs, interpretation should be ipsative, not normative; the individual need know only in what "areas" he is highest and lowest—not whether he is high "enough" or as high as some other person.

The forced-choice response process is clearly ipsative. But the resulting raw scores for each "area" defy direct interpretation. Raw-score comparisons are obscured by different numbers of statements representing the various "areas" and by considerable range in the frequency with which the various "areas" are pitted against each other in the triads. Nevertheless, it may be illuminating to consider two scales, the "Outdoor" and the "Persuasive," for which identical maximum raw scores of 80 appear at the top of the "Male" columns on the *Self-Interpreting Profile Sheet*. The raw score for the 70th percentile rank on the "Outdoor" scale is 56, while the raw score for the 90th percentile rank on the "Persuasive" scale is 54. Similar reversals can be found in other pairings. A striking example appears in a comparison between the "Literary" and "Mechanical" scales. 40 per cent² of the highest possible "Literary" raw score would rank Joe at the 50th percentile on high school norms, while 50 per cent of the highest possible "Mechanical" raw score would place him at only the 20th percentile. To say on the basis of the percentile ranks that Joe has "more" interest in "Literary" than in "Mechanical" ac-

² Obtained raw scores have been converted to per cents of maximum raw scores to take into account differences in the number of statements representing each "area."

tivities flies in the face of the ipsative raw-score comparison.

In the same way, if Mary obtains 50% of the maximum possible raw score in both the "Mechanical" and "Social Service" areas, she will be at the 89th percentile in "Mechanical" interest and at the 24th percentile in "Social Service" interest on the norms for high school girls. Does this mean that she is "high" in one and "low" in the other? The counselor who makes this interpretation will want to be sure-footed about what he means by "high" and "low."

Joe's and Mary's percentile ranks simply reflect a *general* tendency of American high school boys to prefer "Mechanical" over "Literary" activities and high school girls to prefer "Social Service" over "Mechanical" activities. The fact that Joe deviates more from the centroid of the norms group in the "Mechanical" than in the "Literary" area does not mean that he has—in this case—less "Mechanical" than "Literary" interest. Joe might like ice cream less than most people do, but still clearly prefer it to spinach. So the normative conversion spoils ipsative interpretation.

At the same time, the fact that raw scores were derived from individual forced-choice preferences tends to block meaningful normative inferences. Fred, whose general appetite level is lustier than Joe's, might like both ice cream *and* spinach more than Joe does (according to such criteria as amount consumed, gusto with which eaten, etc.), and yet rank lower than Joe on an "ice cream" scale derived from forced-choice preferences.

Utility of the Instrument

In brief, then, the KPR-V percentile scores are derived from an alternation of ipsative and normative procedures. Close scrutiny of attempts to interpret the scales in either ipsative or normative terms suggests that these procedures tend to nullify each other,

making either type of comparison dubious.

One further point. Severe criticisms of the KPR-V sometimes seem to prompt the rather naive defense that the scores are interpreted only tentatively, that the primary purpose in administering the inventory is exploratory—to stimulate students to think constructively about interests in relation to vocational development.

Let us grant immediately that the young student's experience is often too limited for informed and rational decision-making. Many activities are outside his range and ken. Tryout-enlarged experience—is the logical remedy for this limitation.

However, interest inventories are rather ineffectual as tryouts. Some of the KPR-V statements, for example, may baffle the young student, especially when they do not describe specific activities such as lend themselves to ready visualization but instead represent complex combinations that are virtually occupational titles. Consider as an illustration the following triad:

"Be the director of a group conducting research on propaganda methods
Be a dean in a university
Be an expert in color photography."

If exploration is the primary objective, it seems possible to expose the student to more active and enlightening tryouts either of "the real thing" or of vivid simulations. Even straightforward verbal presentations, as in most occupational information materials, can offer the student better opportunities to visualize himself in specific educational or occupational activities and roles, to "taste" them, and judge whether he likes or dislikes what he has tasted. The point here is that inventories often provide a formal designation and classification of interests *before* the student has been exposed to a range and variety of experiences appropriate for making realistic, valid, and stable judgments of preference. Decisions based in large part on such premature judgments may serve to

foreclose the opportunity for further experience in the very areas where it is most deficient.

If opportunities for a wide range of experiences were equally available to all, the very selectivity implicit in a person's narrow range would in itself be revealing of interests. This is the basis of "informational" interest tests: given fairly equal accessibility to different kinds of information, the individual will know more about topics which interest him. But despite the exploratory activities offered by schools, many students do not have much access to certain kinds of relevant experience, activity, or information. Evidence that inventoried interests have not stabilized in the early secondary school years is probably a consequence not so much of genetic immaturity as of insufficient exploration.

Use of an inventory like the KPR-V tends to assume that such exploration has already taken place—at least to a sufficient extent for meaningful comparisons between the statements. The inventory items themselves do not contribute to discovery, do not tell the person "what his interests are." On the contrary, their hope of stability depends on his having already developed a firm consciousness of likes and dislikes among a wide range of activities. The rationale for use of the KPR-V further assumes, however, that the student is unable on his own to classify these discrete likes and dislikes, to organize them, make sense

out of them, and relate them to alternatives for choice (occupational or educational).

The KPR-V is, then, like the Strong Vocational Interest Blank, an instrument designed primarily not for representation, exploration, and tryout of activities, but for combining responses into scales that are presumably meaningful aids to self-appraisal and decision-making.

Therefore, counselors who attempt to interpret scores must depend primarily on the utility of the scales. Thus, to the counselor who still maintains that the KPR-V is a useful instrument for guidance, we are tempted to retort, "Compared to what?"

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Acceptance of Vocational Interest Areas by High School Students

ROBERT P. O'HARA

IN A recent article Shoemaker [3] presented evidence for the *rejection* of several vocational interest areas by high school students. *Rejection* was defined as significantly greater percentage of scores falling below the national norm 25th percentile level. Secondly, rejection was also estimated from the smaller percentage falling above the 75th percentile of the national norm. Shoemaker's Missouri sample of 913 white boys rejected the Persuasive, Musical, and Social Service areas of the Kuder Preference Record-Vocational Form CM. There was also noted a tendency for these boys to reject the Scientific and Clerical areas. If acceptance were to be measured by the converse of the rejection measure, there were no areas of acceptance for the total sample. Shoemaker also reported differences between grade levels as patterns of growing acceptance or rejection over the four years. He suggested that it may be more appropriate to develop grade level norms rather than to combine grades 9-12 in a single norm group.

In 1958 the author administered the Kuder Preference Record-Vocational Form CH [1] to 1021 boys in grades 9 through 12 in a private Catholic day school in Boston. Over 50 per cent of the boys in this school score above the 80th percentile rank for their grade on both the Numerical and Verbal scales of the Differential Aptitude

Tests. The intent of the original research was to investigate the clarification of self concepts [2]. However, an analysis of the Kuder scores from this research in terms of Shoemaker's study appeared to be a valuable further use of the data. The statistical analysis of the Kuder scores is in Table 1. Table 2 presents a comparison of the data for *patterns* in the two samples. Each pattern consists of the four percentages for the four years.

Analysis of Data

The analysis will consider each of the scales separately. Except where noted the acceptances and rejections are all significant beyond the 0.05 level of confidence.

Outdoor—The data reveal an emphatic rejection of this area of interest. The rejection is reinforced by the lower percentage of acceptance.

The pattern of low acceptance is constant throughout the four grade levels. The pattern of rejection shows significantly increasing rejection in the 10th grade and then a return in grades 11 and 12 to approximately the level of the ninth grade.

Mechanical—This area is also rejected and the rejection accentuated by lower percentages of acceptance. Both patterns are relatively stable through the four grade levels.

Computational—In this area acceptance is clear from the extremely high percentage of scores falling above the

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TABLE 1
Per cent of Boys Whose Raw Scores Fell at or Below the 25th and at or Above the 75th Percentile on the Kuder Preference Record Vocational—Form CH

Kuder Scale	Percentile Level	Grade				Interpretation
		9 (N = 321)	10 (N = 276)	11 (N = 264)	12 (N = 160)	
		Per Cent	Per Cent	Per Cent	Per Cent	
Outdoor	Below 25th	45	53†	51	49	Signif. rej.
	Above 75th	8	9	9	11	" "
Mechanical	Below 25th	39	43	44	39	Signif. rej.
	Above 75th	10	11	11	11	" "
Computational	Below 25th	10	9	15	18††	Signif. accep.
	Above 75th	58	63	56	55	Signif. accep.
Scientific	Below 25th	19	19	19	18	Signif. accep.
	Above 75th	37	42	40	41	Signif. accep.
Persuasive	Below 25th	35	33	36	37	Signif. rej.
	Above 75th	24*	29*	35	26*	Non signif. except 3rd year
Artistic	Below 25th	43	46	50	46	Signif. rej.
	Above 75th	17	15	10	12	Signif. rej.
Literary	Below 25th	12	10	10	14	Signif. accep.
	Above 75th	48	53	65	53	Signif. accep.
Musical	Below 25th	56	48	41	38†	Signif. rej.
	Above 75th	11	14	16	21*†	Signif. rej. except 4th year
Social service	Below 25th	21*	31	28*	29*	Non signif. except 2nd year
	Above 75th	37	34	42	41	Signif. accep.
Clerical	Below 25th	10	10	16	22*†	Signif. rej. except 4th year
	Above 75th	46	49	41	38	Signif. accep.

* All percentages reported in the above table differ significantly (0.05 level) from the expected 25 per cent except those marked with an asterisk.

† Significant increase over 9th grade percentage (0.05 level).

†† Significant decrease from 9th grade percentage (0.05 level).

75th percentile level. The lower than expected rejection percentages reinforce the picture. The pattern of acceptance is relatively constant. However, the pattern of rejection shows a significant trend toward the national norm from 10% in the 9th grade to 18% in the 12th. This latter percentage is still significantly below the expected 25%.

Scientific—The Boston group accepts the scientific area. There is a corresponding lower percentage of low scores. The patterns of acceptance and rejection are uniform.

Persuasive—More than the expected 25 per cent reject this area. The acceptance scores fall in the normal percentage range with the exception of

TABLE 2

A Comparison of Changes in Patterns of Acceptance and Rejection of Interest Areas by Boys During the Four Years of High School

	Missouri Patterns		Boston Patterns	
	Acceptance	Rejection	Acceptance	Rejection
Outdoor	Decrease	Increase	No change	No change
Mechanical	Increase	Increase	No change	No change
Computational	Increase	No change	No change	Decrease
Scientific	Decrease	Increase*	No change	No change
Persuasive	Increase*	Decrease*	No change	No change, Grades 9, 10, 12 Increase Grade 11
Artistic	Decrease	Increase*	No change, Grades 9, 10, 12 Increase Grade 11	No change, Grades 9, 10, 12 Increase Grade 11
Literary	Increase	Increase	No change, Grades 9, 10, 12 Increase Grade 11	No change
Musical	Increase	Decrease*	Increase*	Decrease*
Social Service	No change	No change	No change	No change, Grades 9, 10, 12 Increase Grade 11
Clerical	Decrease	No change	Decrease	Decrease*

* Significant decrease or increase during the four years of high school.

the 11th grade where there occurs simultaneously significant acceptance and rejection percentages. The acceptance pattern is consistent but the rejection pattern has the aforementioned anomaly. The 12th grade brings a return to the expected percentage.

Artistic—Again the data show clear rejection accompanied by lower percentages of acceptance of this area. The rejection pattern shows an 11th grade increase significantly higher than the 9th grade. But the percentage recedes to about the 9th grade level in grade twelve. The acceptance pattern shows a significant decrease to the 11th grade and then a return to a lower level than the 9th grade but not significantly lower.

Literary—Here is an area significantly accepted and also having a lower percentage of rejection scores. The pattern of rejections is consistent but the acceptance pattern reveals a significant increase to the 11th grade and then a drop to a level closer to the 9th and 10th grade level.

Musical—The musical area is significantly rejected. However the patterns reveal a significantly decreasing trend in rejection to the 12th grade with a correspondingly significant increase in acceptance. The acceptance level of the 12th grade approximates the national norm percentage but the percentage of rejection is still significantly high.

Social Service—This area is accepted by the Boston sample. The rejection

level is close to the national norm except in the 10th grade which simultaneously rejects and accepts the area in a significant manner.

Clerical—This area is also accepted. The pattern is the opposite of that for the Musical scale, rejection rising significantly to the norm level and acceptance decreasing significantly over four years, but always remaining significantly higher than the expected twenty five per cent.

Discussion

The Boston sample is clearly quite different from the Missouri sample. By the 9th grade their interests show striking evidences of acceptance as well as rejection. They accept the Computational, Scientific, Literary, Social Service and Clerical areas. They reject the Outdoor, Mechanical, Persuasive, Artistic and Musical areas. The two groups are similar only in their rejection of the Persuasive and Musical areas. The Boston sample shows a greater degree of stability as a group since ten of the twenty patterns of acceptance and rejection show no change.

In four other patterns variation occurs only in Junior Year, and in one pattern variation occurs only in Sophomore Year. Thus stability is a major characteristic in fifteen of the twenty patterns.

To what are the differences in the two studies due? The writer is inclined to attribute the differences between the two groups primarily to intelligence. Undoubtedly there are also differences in social class. The public school sample would have a greater percentage of lower class boys. The private school has a greater percentage of upper middles. However, the writer hypothesizes that further investigation will show that bright lower class boys will tend to have clear cut acceptance-rejection patterns while the average or low intelligence middle or upper middle class boy will tend to have flatter profiles with much less clear patterns of acceptance and

rejection. The writer further hypothesizes as a result of these two investigations that the *areas* to be accepted or rejected will be a function of the social class or subculture. If this latter conjecture proves to be correct the necessity of local norms for interests is especially necessary.

Implications for Practice

The value of the two studies for the practitioner may lie in the evidence that the guidance programs in these different schools should be different because the needs of the two samples are apparently different. For the Boston sample interests may be very important factors in career development. For the Missouri sample interests may not be as important in career development. Group guidance in the Boston school might well begin to concentrate on specific information about careers in the five areas accepted by the students. In Missouri, however, the problem is far more complex since it involves making a decision about the importance of interests in the future careers of these boys.

The central position that interests take in the determination of careers has become increasingly clear in the reports of recent research. These reports, however, deal with samples that are unlike the Missouri sample. That interests have such a central position for less than semi-professional people is an open question.

One might hold that interests ought to have a central position, that people who work at something they are interested in are happier and better adjusted on the job. If one held such a position then the guidance program in Missouri might well be directed toward having the students acquire the experience in the ten areas that might lead to the making of more clear cut positive decisions in favor of certain areas. Since most public schools in the United States are probably more like the Missouri sample this problem is very real for the work of their guidance counselors. In terms of intelli-

gence and achievement twenty-five to thirty per cent of their students will be like the Boston sample, however, and thus the vocational development program for this portion of the group should be quite different.

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How beautiful it is to do nothing, and then to rest afterward.

SPANISH PROVERB

I want a body of healthy young men and women to agree to quit working, to loaf, to refuse to be hurried or try to get on in the world—in short, to become intense individualists. Something of the kind must happen if we are ever to bring color and flair into our modern life.

SHERWOOD ANDERSON

The examination of American work attitudes is helped, we think, by recalling the poetry of another day: the following was frequently anthologized a generation or two ago after its initial appearance in 1915.

WORK: A SONG OF TRIUMPH

Angela Morgan

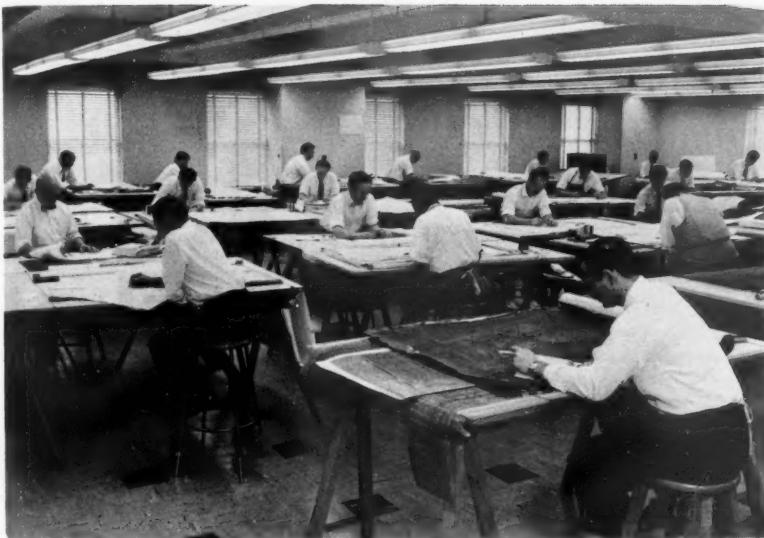
Work!

Thank God for the might of it,
The ardor, the urge, the delight of it—
Work that springs from the heart's desire,
Setting the brain and the soul on fire—
Oh, what is so good as the heat of it,
And what is so glad as the beat of it,
And what is so kind as the stern command,
Challenging brain and heart and hand?

Work!

Thank God for the pride of it,
For the beautiful, conquering tide of it,
Sweeping the life in its furious flood,
Thrilling the arteries, cleansing the blood,
Mastering stupor and dull despair,
Moving the dreamer to do or dare.
Oh, what is so good as the urge of it,
And what is so glad as the surge of it,
And what is so strong as the summons deep,
Rousing the torpid soul from sleep?





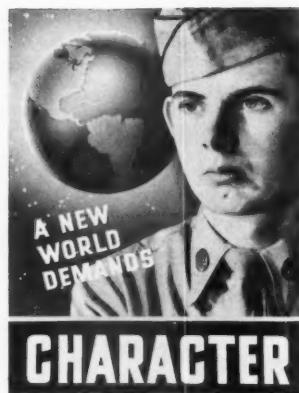
Work!

Thank God for the pace of it,
For the terrible, keen, swift race of it;
Fiery steeds in full control,
Nostrils a-quiver to greet the goal.
Work, the Power that drives behind,
Guiding the purposes, taming the mind,
Holding the runaway wishes back,
Reigning the will to one steady track,
Speeding the energies faster, faster,
Triumphing over disaster.

Work!

Thank God for the swing of it,
For the clamoring, hammering ring of it,
Passion of labor daily hurled
On the mighty anvils of the world.
Oh, what is so fierce as the flame of it?
And what is so huge as the aim of it?
Thundering on through dearth and doubt,
Calling the plan of the Maker out,
Work, the Titan; Work, the friend
Shaping the earth to a glorious end,
Draining the swamps and blasting the hills,
Doing whatever the Spirit wills—
Rending a continent apart,
To answer the dream of the Master heart.
Thank God for a world where none may shirk—
Thank God for the splendor of work!

**RECRUITING
POSTERS
THROUGH
THE
YEARS**



The Expectations of Youth From Military Service: an Informal Survey

ARNOLD BUCHHEIMER

IN 1959 EUGENE KINKEAD in his controversial book entitled *In Every War But One* cast doubt upon the capacity of American manhood to withstand conditions of extreme stress. In reporting on the behavior of Korean War prisoners, he shocked many Americans and caused them to question the moral fiber of American youth.

In the judgment of some reviewers it seemed not so much that the moral fiber of American youth was to be questioned, but rather that the Army itself was responsible. Perhaps they had prepared their men inadequately by not giving them a code of behavior whereby they could function under conditions of stress. In two major reviews of the book, both reviewers agreed that the Army had not prepared these young Americans psychologically to withstand the arduous life of prisoners.

In view of this judgment, this writer was led to examine the expectations of the military service held by our young men and women. This examination is based on several hundred counseling interviews with young men and women and on group discussions with high-school seniors. Some of them will enter the military service upon their high-school graduation and some will enter upon graduation from col-

lege. Recently, the President of the United States was quoted in the press as saying that it takes six applicants to find two who are physically qualified for the military services. Aside from their physical competence, what do our young people expect psychologically from the military?

This writer is led to believe that the attitude toward the military is at once utilitarian and materialistic. The young man or woman entering the military service will ask himself—"What is it going to do for me?" rather than the converse "What can I do to contribute to the national effort?" "How can I serve?"

The Evolving Concept of Military Service

Coupled with these attitudes, there has been a general evolution of our military service concept. During World War I the notion was strong that there was a job to be done, there was a fight to finish, the quicker it was over the better it would be. While there were pensions and some kind of financial retribution afterwards, few people connected the notion of vocational training with the military service.

During World War II, training and career opportunities were offered as a compensation for military service. It was felt that the time lost and the experiences suffered during service should afterwards be compensated for by providing a free education and

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training for a career and a vocation. Also, during World War II the Army found it necessary for the first time to embark on large scale training of personnel under its own auspices. The Army Specialized Training Program is one example of the military service actually providing new and different training for its personnel. According to Henry David, former director of the National Manpower Council, it is recognized today that the military establishment is the largest single training institution in our nation.

At present most boys seem to accept the peacetime military draft as a reality, even fatalistically. However, they feel that correlative with their service in the armed forces, they also hope to gain training from it. Many of our boys and some of our girls hope in a vague and unformulated way, that the armed forces will train them in an occupation or career which has, to be sure, some military importance, but which will lead to gainful employment once they return to civilian life.

This set of attitudes goes along with the prevalent (and probably realistic) thinking that the present or impending war is a technological one which will affect us all equally in our factories, in our homes, or on the firing lines. Young people seem to accept in their thinking that the war front has changed, that it is no longer clearly definable. Therefore, it is implicitly accepted that career training is an essential part of our military enterprise. The consequence of this thinking is that young people have virtually ceased to think of the military as an institution that does fighting, as a pursuit where they will have to get dirty, and as an existence where personal deprivation and personal discomfort is a necessity and to be expected. Their concept of life in the armed forces is too civilized. This attitude is often reinforced by the recruitment literature.

A recent study of titles randomly selected from an occupational informa-

tion file dealing with the military, yielded these titles: *Share a Proud Tradition, Growth Through Travel, Growth Through Education, Growth Through Character Guidance, Growth Through Leadership, It's a Great Life, Special Training For You, Your Feet On The Ground—Your Head In The Clouds, Pay Days—Play Days, What's For Free—Food, Medical Care, Spending Money.*

When the content of these randomly selected materials was analyzed it was found that 22 per cent of the content was devoted to schooling, 45 per cent was concerned with recreational facilities, 16 per cent of the material was descriptive of the arduous experiences that are part of military life, and 17 per cent was dealing with normal daily military routine. These figures may describe life in the military accurately, and they may furnish a sufficient inducement for recruitment purposes, but they hardly convey the impression that the purpose of military establishment is to engage in the tough business of warfare.

Vocational Planning and Attitudes Toward the Draft

The boys who enter the military or who face military conscription might be divided into several special groups: Group 1 are those who have clearly formulated vocational goals which are essentially of a non-military and non-technical nature. This group does not look upon the peacetime draft with positive anticipation.

Group 2 are those who are already involved in some kind of training process, essentially "civilian" in scope, for which they are footing the bill themselves. This is the group that offers more resistance to the peacetime draft than the first group does. Many of those in the second group are training for technological occupations. They hope to be absorbed by vital industries and thus avoid the draft. Others are involved in training for the professions.

A large proportion of the young

men who are going to college fall into one of these two categories. There are many among them, however, who have availed themselves of training opportunities that the armed services offer in conjunction with college programs, in addition to ROTC.

The non-college group seems to be more receptive to the idea of the peacetime draft. Among those there are those who look upon the service as a caretaker. There are those who look upon the service as a trainer and as an institution to further their vocation. There are those who accept the draft as inevitable and hope to postpone their vocational aspirations until after they leave the military.

The first group includes those young people who have no clear ideas about vocations or careers and who are willing to use the service as a way out of the decision-making process. They are essentially willing to take "pot luck." Often their ideas of the service are highly romanticized, and they become disillusioned by the routinized life and the responsibilities. On the other hand they are comfortable within the organization because they themselves have to make a minimum of decisions.

H is an example of such a young man. At 19 he is immature, unsure of any plans, and socially insecure. Because of difficulties in his home background, he seems to find decisions difficult to make and feels he has more than the usual number of problems to solve. He, therefore, needs support in as many ways as possible—socially, personally, and vocationally. He entered the Army as a way out.

J came for guidance because of a stated desire for aptitude testing. It developed that he was faced with the problem of deciding on which path to follow after graduation from high school. He could wait to be drafted, enlist in the Naval Reserve, or enlist in the regular Navy. To help him make a decision, mechanical aptitude tests and intelligence tests were administered. He seemed satisfied with the average results on the intelligence tests but had hoped for a

higher score on the mechanical aptitude tests.

He appeared to be eager to get ahead vocationally. However, he gave up quickly when faced with difficulties. He seemed concerned about his inability to communicate easily with others and hoped that his experiences in the Navy would help him to become more socially adequate. He entered the Navy.

E had to choose among three possibilities: to work as a machinist's apprentice, to enter the Navy, or to obtain further training in a two-year technological program. He himself seemed to prefer the Navy, but his parents preferred the two-year college. His hierarchy of choice was as follows: to become an apprentice; if he were not accepted in an apprentice program, to enter the Community College; if he were not accepted by the Community College, to enter the Navy.

If the concept of the military enterprise rests on the pursuit of technological warfare then it seems apparent that those young people who are most ably equipped to engage in this endeavor seem also least likely to be willing to do so. On the other hand, those young people who have least to offer to this enterprise seem to be most willing to look upon the military as a personal caretaker.

The writer has observed informally that guidance personnel in schools will generally tend to advise their counselees away from military service. There are possibly two factors responsible for this tendency. Many male counselors who have seen military service themselves will tend to look upon their own service in a negative way and attempt to steer the boys away from these experiences. Whereas women counselors will often take a maternal and protective attitude toward the boys and girls.

Most youths, while contemplating military service and the inevitability of it, are at some point in their deliberations considering whether they should volunteer or be drafted. What they are asking essentially is: "Relative to my total career when is the

best time for me to submit to the demands of my country?" The *U. S. News and World Report* of June 22, 1957 has given a very helpful and succinct statement of this problem. Any boy confronted with these questions will find this issue helpful.

Hopes and Expectations From the Military

Recently, the writer conducted a series of group discussions with some 200 boys and girls who were seniors in high school. The group discussions were focused on their careers and their future in general. Over half the boys could visualize themselves functioning in some kind of military pursuit. A larger proportion of girls than the writer would have expected, saw themselves connected with military pursuits—many in connection with the Army Nurses Corps. The branches of the services that were most frequently mentioned by the boys were the Air Force and the Navy in that order. They rarely mentioned the Army. Nor did they mention positions of a non-commissioned nature. The striving for upward mobility was reflected in their aspirations.

In general the writer got the impression that these young people have little specific information on what is involved in their contemplated military service. Their concepts are highly romanticized. They look upon the service as a way of receiving personal gain, of satisfying their romantic striving for seeing the world, and of gaining an outlet for some of their psychologi-

cal strivings for power and status. They showed a good deal of faith in the selection process that occurs at the time of induction. They had the faith that somehow a great deal would be known about them as persons at the time of induction, both about their aptitudes and talents. They expected this information would be used to spare them the general drudgeries of military life. They expect not to be anonymous. They hope that their time in the service will be spent in acquiring knowledge and skills that will be useful to them once they return to civilian life.

Their expectations and perceptions of the military service do not recognize that military life in war or peace may to some extent be a dirty business. They do look upon the military, however, as a way of developing personally. They see the military more as a training institution rather than as an institution primarily geared to the pursuit of war.

Do these expectations reflect the softness in moral fiber that is suggested by Mr. Kinhead's volume? This is a difficult question to answer when one makes allowance for the normal strivings for power and upward mobility in our culture and the typical tendencies of adolescents to romanticize their future. But this survey points to a need by the military establishment itself and by those who help young people in making vital decisions about their future to dispel romantic and self-centered notions and to create more realistic expectations of the military services.

PRACTICAL AIDS AND USEFUL METHODS

Publicizing Career Conferences

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In recent years, the Career Conference has become an important aspect of vocational guidance. While the single Career Day apparently still prevails as standard practice, our experience indicated that a series of regularly spaced conferences was preferable. Furthermore, we decided on after-school, voluntary attendance as the best method for helping students through this medium. After developing the appropriate format and securing speakers and materials, the challenge was to adequately publicize the conferences so as to maximize participation.

At the outset of the program, I tried sending information notices to the subject teachers most closely related to the career under discussion, as recommended by Rubinfeld. (*Weekly Group Conferences on Careers*, Personnel and Guidance Journal, December 1954, pp. 223-225.) For example, the math teacher would receive the notice for the engineering conference, the science teacher for the medical technology conference, and so on. These teachers were given registration sheets which they were to ask their pupils to sign if the conference interested them. I also send them career material for their own interest and information. I found, however, that in addition to being time consuming, this method was still not accomplishing the desired results. Although the original registration was quite substantial, only about half of those who signed up attended the conference. I followed the same procedure through the home room teachers and found that the results were similar. However, attendance was somewhat improved by sending the students reminder notes just prior to the conference.

Through repeated experiments, I finally developed a simple and effective approach which has the added advantage of saving me much time and effort in

planning these conferences. For two weeks prior to the conference, an announcement is read each morning over the PA system about the projected conference. A colorful sign and registration sheet is placed on the guidance bulletin board. Students are requested to sign up for the particular conference. The meetings are always held in the same room at the same time and always on the same day of the week. The results have been very salutary. Although the number of students who sign up is comparatively smaller than it was originally, at least 85% of those who sign up attend. Furthermore, those who do attend, show a sincere interest in the career being discussed, and are willing to remain after school to learn more about the profession in which they are interested. Many of our speakers have commented on the eagerness and alertness with which the students pose their questions and listen to the answers.

Through a follow-up of student reactions, it has become evident that the students have welcomed these career conferences as a valuable aid in their search for a career and they look forward to them eagerly.

A Visual Aid for Group Test Interpretation

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One of the major problems in the use of standardized tests in the public schools seems to be that of correct and understandable interpretation to students, teachers, and parents. The average school counselor spends a great deal of valuable interview time explaining enough of the statistical fundamentals involved in standardized testing to make the interpretation meaningful.

Since most school counselors do not have the ideal ratio of 250 students per counselor that Conant advocates, the time-saving method of group explanations to

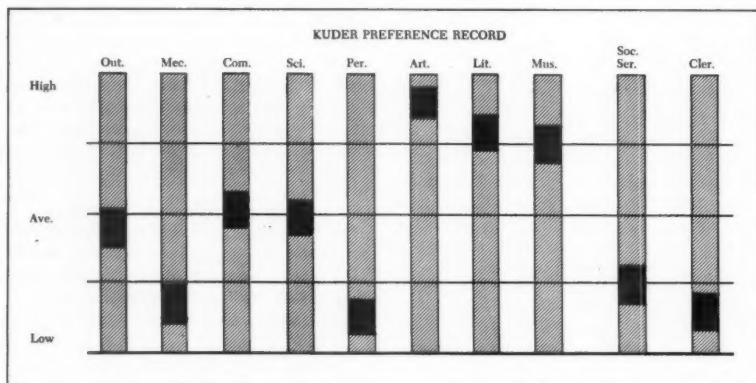
precede individual interviews seems to be employed more and more. The question of how to present the minimum necessary information in the most simple and clear manner indicates a need for a visual device to aid in this presentation.

In studying this problem, five of the resident graduate students in the Department of Student Personnel and Guidance at East Texas State College designed a test interpretation bulletin board which can be easily used for interpreting any type of standardized test to a group. Because of the success of its use, the writer wants to share the idea in hopes that others will find it beneficial. Its adaptability is made possible through the use of movable score bands and plastic pinbacked letters which are easily changed to name different tests and their parts.

score band may be arbitrary, the more industrious user may wish to size each band to represent the standard error of measurement for each test being used.

The simplicity of this device, and the low cost of the materials needed, make it a relatively easy project. Wall-board, four feet by five feet, was purchased at a nearby lumber yard; ideally, corkboard might be used. Screen wire, cut into two-inch strips, was bought at a local hardware store. Large wire staples secured the wire, which was reenforced with clear glue. A feltpen was used to mark off the quartiles. Plastic letters of various sizes, with small pins attached to their back sides, as well as tiny magnets, were ordered from a school supply company.

This device, which is easily moved from place to place, lends itself well to



Narrow screen-wire strips, the only permanent attachments on the board, can be easily marked with paint or ink to indicate quartiles, deciles, or other numerical schemes. In order to avoid the misconception about the exactness of test scores, the graduate students marked the columns in quartiles and pinned the terms "high," "average," and "low" on the left side of the board.

Heavy pieces of cardboard the width of the columns and about four inches in length were used to represent the concept of a score band rather than a definite score point. Two small magnets glued to the back of each cardboard strip enable it to cling securely to the screen wire, while facilitating easy vertical changes. Though the length of the

a number of group situations. It may be used for classroom demonstrations to precede individual test interpretations, for in-service training of teachers, and for explanations of tests to parents.

Those responsible for this project have been gratified that the test interpretation bulletin board has helped to explain rather difficult concepts about test scores to groups of people. At a meeting of school counselors in this area, a number expressed approval of this visual method of presentation of test data. Therefore, it is hoped that it will prove helpful to other school counselors and student personnel workers in communicating test information more effectively to the school and community when explanations to groups are necessary.

A Local Occupational Survey

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One of the most important functions of the counselor is that of providing meaningful occupational information to students. However, as valuable as the *Occupational Outlook Handbook* and other standard sources may be, local opportunities cannot easily be known without personal visits to, and periodic surveys of local firms by the counselor. Recently, the author undertook and completed such a survey, a description of which is given here, in the hope that it may prove of value to other counselors.

Steps in the Survey

► As a preliminary step a list of firms which had consistently employed the greatest number of our graduates or former students was developed. The list was limited to 15 of the larger concerns in order to keep the survey within practical boundaries. Fourteen of these firms employ clerical workers, five hire factory help, one requires retail sales personnel, and one, a hospital, has a variety of jobs. ► Secondly, an outline was prepared of the questions that seemed most important for such visits:

- 1) *Type of Business*—What does the firm make or do?
- 2) *Origin and History*—When was the company founded, and how long have present local facilities been in operation?
- 3) *Number of Employees*—How many men and how many women currently work for the firm?
- 4) *Entry Occupations*—
 - a) What jobs are open to high school graduates? What are the qualifications for these jobs? Do applicants from our school usually meet these requirements?
 - b) Are any jobs open to high school drop-outs?
 - c) Is part-time employment available for those still in high school?
 - d) Are high school students employed for temporary summer work?
- 5) *Working Conditions*—
 - a) Hours—What comprises a normal working day, including time

allowed for lunch and coffee breaks? Is overtime often required?

- b) Earnings—How much money may a beginner expect to earn? What payment is made for overtime?
 - c) Vacations—How much vacation time with pay is allowed? May an employee be granted other days off with pay for specific reasons?
- 6) *Personnel 2nd Recruitment Policies*
a) What tests are given to job applicants, and what scores are deemed acceptable?
- b) Are high school records consulted for marks, attendance, I.Q. scores or other information?
 - c) What are the advancement possibilities?
 - d) Does the firm welcome visits by groups of high school students? If so, how may these be arranged?
 - e) Would the company be willing to participate in an assembly program or Career Day, if such were to be initiated in our school?

- 7) *Outlook for the Future*—Does the firm expect to remain in its present location? Does it plan to expand present operations? What is the employment outlook over the near term and from a long-range viewpoint? Is there much turn-over in employment?

- 8) *Personal Impressions*—
a) Is this an attractive place in which to work? Are the facilities in good repair, uncrowded, adequately lit and well ventilated? Have proper safety measures been taken, if these are necessary? Does the work involve exposure to excessive noise, dust or other inconveniences?
- b) How do the employees look? What sort of clothing is typical? Is the atmosphere friendly?
 - c) What seem to be the advantages and disadvantages of working for this firm?

- Prior to each visit, an appointment was made by telephone with the personnel director. At this time the general purpose of the visit was explained and a tour

of the facilities requested at the firm's convenience. After each visit, a short thank-you note was sent to the personnel director and to any other individuals who had been particularly helpful.

All of the companies except one seemed genuinely delighted to have evidence of the school's interest. Personnel managers were generally most cooperative in answering questions, in providing literature, and in conducting extensive tours of company operations. Most expressed a real desire for greater contact with educational circles. Occasionally, it was necessary to assure the personnel department that information concerning such matters as specific salaries would not be distributed to students. In the one instance where a tour was refused, the necessity of meeting a work deadline was given as the reason. An invitation was extended, however, for a tour at a more convenient time.

► A final detail of Procedure: during each visit notes were taken. These were later typed, following the outline given above. At the top of each page appeared the firm's name, complete address, telephone number, name of personnel director and/or tour guide, and the date of the visit. Upon completion of the survey, the reports were arranged in alphabetical order and placed in a notebook on the author's desk, along with a summary of the data gathered. A copy was also made for use in the Head Counselor's office.

Results of the Survey

What resulted from this survey? Was it worth the time and effort involved? The author's answer is a definite "yes!" Contacts made with many of these firms will, it is hoped, be renewed in the future through greater cooperation for common goals. Participation in school programs by business personnel and visits by students to local companies are anticipated.

At the present time, valuable information is available for transmission to students. While job placement is not a responsibility of the Guidance Department (there is a cooperative arrangement with the New York State Employment Service), it has now become easier to answer questions in regard to local employment opportunities. The author's students, for example, frequently express interest in volunteer or paid part-time hospital work. Accurate information on qualifications can now be given them.

Furthermore, several implications for our curriculum and for curricular choices may be enumerated. By and large traditional training in bookkeeping is no longer very valuable except for small firms: machine methods are being widely used. Qualified female business students, for example, should continue to elect shorthand as part of their major sequence, since 11 out of the 14 firms with clerical jobs consider shorthand to be necessary or desirable. Typing is important in all 14. Two companies visited offer some opportunities for employment and advancement to high school graduates without previous clerical training. All firms stressed the importance of good English, spoken as well as written. Preparation in this subject by high schools in general is still considered deficient.

As a result of this survey, the Guidance Department has more concrete evidence that the *quality* of their high school records is of lasting importance to students. Nine of the fifteen companies visited reported that educational records are consulted prior to employment, and that attendance information and teacher comments are as significant as marks. Some of the firms voluntarily provided copies of their application blanks which allow for school evaluation of these matters. Examining such forms gives students tangible proof that most companies really are concerned about applicants' high school records.

It is also important to help pupils realize that, in all of the firms visited, drop-outs are *generally* not considered for employment unless a severe labor shortage develops. Of course, some exceptions occur for but such jobs are "dead ends" unless further training is obtained.

Among the most interested data gathered was that pertaining to the variety of working conditions found in various firms. It is possible to start office work at 8, 8:30 or 9 a.m. Depending upon the company regulations, one may go home at 4:30, 4:45 or 5 p.m. Beginning factory workers and many hospital employees are given the least desirable shifts, and weekend work may be involved. Sales personnel usually work on Saturdays. Similarly, beginning salaries or wages differ from company to company. In some cases, girls may be able to qualify for stenographic or secretarial positions immediately upon graduation from high

school; in other cases they must begin as clerks and work their way up. Some companies prefer dictaphone transcription, even though shorthand is considered a desirable asset. A job applicant is wise to "shop around."

Among the most important fringe benefits of interest to job seekers are profit sharing or stock purchase plans, offered by five of the firms; discounts on goods produced or sold, offered by two companies; and tuition reimbursements, offered by four firms. The latter may be an especially attractive feature to graduates with financial problems who nevertheless desire to further their education.

Particularly illuminating to the writer were visits to local factories. The noise, the dust, the fast pace, and the tedium involved in some factory jobs is indescribable to one acquainted only with white collar occupations. Observation of factory routine should be a part of the education of every guidance counselor.

In this report it has, of course, been possible to describe only a portion of the information obtained as a result of the survey. Furthermore, such a study is never really complete, because the information is subject to change. One firm visited only a few months ago has just vacated its local premises!

It also seems advisable to visit some of the smaller firms, since requirements for jobs with these concerns may differ somewhat, resulting in different curricular implications for the schools.

An occupational survey should be followed by more frequent contact between school and business personnel, through such activities as a Career Day, industrial tours by student groups, or club and assembly programs on occupations. In this day of rapidly changing job patterns, the counselor can be the vital link between education and industry.

CASES IN VOCATIONAL COUNSELING

Two Cases by Frank Parsons

With the re-printing of these two cases from Frank Parsons' "Choosing a Vocation," The Vocational Guidance Quarterly begins a new feature: Cases in Vocational Counseling. It is hoped that Parsons' cases will be viewed in perspective, not as quaint or as old-fashioned but as indicative of commitment and concern about the individual as worker. New tools and techniques, new attitudes and orientations raise questions about the directness of our lineage from Frank Parsons; it is hoped that future cases may stimulate through concrete examples a further examination of this very issue.

Case 13

A Gift For Languages

Young man of twenty; fine appearance; strong, athletic figure; handsome, expressive face; clear skin and eyes; smiling, neat, manly, well-mannered, attractive in every way. Clean, intelligent, careful, social, free from bad habits except smoking before and after meals. Good-tempered, never had a fight or serious quarrel. Always been a leader among the boys; organized a number of clubs, and done a good deal of public speaking. Born in Russia. Went to Paris the next year. There eleven years, then came to Boston. Went to school in Paris, and two terms in Boston at the Phillips School. Best studies were arithmetic and languages, took several prizes. Poorest records in drawing and grammar. Has picked up a working knowledge of five languages. His father, a small merchant tailor, has a working knowledge of ten languages. The boy has read Victor Hugo's "Les Misérables" both in French and English; also fond of Shakespeare. Reads the editorials in the Herald and the American, also the general political news, but cares nothing for murder trials, divorce cases, or sporting news. Went to

work at fourteen as a store boy at \$2 a week. Worked five years in different dry goods and department stores as errand boy, stock boy, and salesman, getting \$3.50, \$4, \$6, and \$7 a week. Then got a place as a traveling salesman for a tobacco house, and made \$13 or \$14 a week. The firm transferred their business to a distant Western city. The boy wanted to stay with his people, so he did not go with the house. Said he had about concluded to take a civil service course and try to get into the post office as a clerk or a carrier, though he would rather be a traveling salesman if he could.

When the record, containing all this and a great deal more, was finished, the counselor said:—

"What are your distinguishing characteristics, the traits by which a naturalist might classify you?"

The boy hesitated.

"If all the young men in Boston were gathered here, in what respects, if any, would you excel most of them? In what respects would you be on a level with the rest, and in what respects, if any, would you be inferior?"

"I think most of the boys would not know so many languages, nor have done as much organizing or public speaking."

"Language, leadership, organizing ability, seems to be your distinguishing characteristics, the traits that would put you in a group with a small division of Boston's boys."

"Yes, I think that is so."

"Does a man win fame, position, money, success by the exercise of those faculties in respect to which he is specially strong, or by the exercise of faculties in respect to which he has only average ability or is inferior?"

"A man wins by his strong points, of course, not by his weak ones."

"Will our gifts for language, leadership, and organization come in play as a postal clerk, or will the boy without such abilities have about as good a chance in sorting letters or carrying the mail?"

"I might do something in the post office, perhaps, but it is plain enough that there are better fields for the sort of thing I can best do."

The counselor and the youth went over the list of industries together, and decided that teaching languages, translating, interpreting, political or social work among the immigrant populations of a large city, or work in a big mercantile house having correspondence and dealings with people of many nationalities, would offer the best opportunities for the full development and advantageous use of the young man's special abilities.

The first two lines of effort did not attract him, but any of the others he would like, especially civic or social work that would lead to public speaking and organizing, or a mercantile connection that would send him among different nationalities as a salesman or agent.

Methods were discussed and plans developed for more thorough preparation and for finding a good opening on the right line. One suggestion was that the youth should take one language after another and perfect his knowledge of it, master it; not merely read a little here and there in periodicals, as he had been doing but make a systematic study of the grammar, read some of the best books in that language, and learn to write and speak it fluently. The counselor also suggested that smoking should be given up as a useless, expensive, and injurious habit. This suggestion did not meet with favor. But the young man expressed his gratitude for the light and inspiration that had come to him during the interview. He saw the path to his best usefulness and success clear before him. And he went away full of enthusiastic determination to take up Italian first, and afterward French, Spanish, etc., and turn his working knowledge into a mastery, in preparation for the opportunity that will surely come to put his best powers into practical use.

Case 22

A Mechanic Off The Track

A young man of thirty; tall, fine-looking, well-built; clear, keen, fine expression; pleasant voice and manners; excellent conversational power; evidently a man of considerable culture and ability; bookkeeper for an advertising concern—fairly successful, making \$25 a week;

liked the work, but not quite satisfied that he was in the right line since hearing the counselor talk about the value of a union of the best abilities and enthusiasms with the daily work. He had a high-school education and course in a business college, and had done some good reading on his own initiative.

In answering such questions as: "How do you spend your spare time?" "What sort of books do you like best?" "If you were in a big library with plenty of time on your hands, what department would attract you most?" "If you were to visit the great expositions like the World's Fairs at Chicago and St. Louis, where there were magnificent buildings and beautiful grounds; a great collection of manufactured products from all over the world; educational exhibits; military and naval exhibits; Machinery Hall, full of all kinds of machinery; Transportation Building, full of locomotives, cars, carriages, automobiles, etc.; Forestry, Agricultural, and Mining buildings, crowded with splendid exhibits in those lines; people from many different nations; wild animals; theatrical exhibits; curiosities without number; what would you go to see first, what would interest you most?" In answering all such questions, his love for machinery came strongly into view. He spent his spare time with tools, making things or tinkering about the house. His favorite reading consisted in books about machinery. At the World's Fair he would go first to Machinery Hall. That would interest him the most of all. He had a passion for machinery. He loved to take it apart and put it together again. He could understand a new machine without instructions. He delighted to solve mechanical problems.

In addition to his love of machinery and ability to understand and handle it, he had strong analytic power, which was clearly shown by a number of fine specimens of his work exhibited to the counselor. His record and work also gave evidence of considerable inventiveness and organizing ability.

"Is there full scope in bookkeeping for the exercise of your best abilities—your ability to deal with machinery, your analytic power, and organizing ability?"

"No, there isn't."

"What lines of industry, then, would give full scope for your best powers?"

"Some mechanical work."

"Is not the question, then, what line of mechanical work offers you the best opportunities and fullest advantages?"

The young man thought this was so. We went over various mechanical industries together, and he decided to take a course in the Y.M.C.A. Automobile School and also a course in Electricity with a view to completing his studies in the Massachusetts Institute of Technology. Effort was also to be made at once to transfer his work in bookkeeping to some manufacturing company, where he would come into contact with machinery, and so help the change to mechanical activities.

At the end of the interview he shook the counselor's hand most heartily, and said he thought this had been the most important hour of his life, the most il-

luminating talk he had ever had. The conference, he believed, would change the whole course of his life.

If this young man had continued to be a bookkeeper for the rest of his life, his best powers and ambitions and enthusiasms would have been divorced from his daily work. He would have spent his working hours with the ledgers and account books and his spare time with machinery. By changing to a mechanical operation he can unite his highest abilities and enthusiasms with his daily work, and so attain a development, success, and happiness that would otherwise have been impossible.

The transfer to the employ of a company where he would come into contact with machinery was effected a few weeks after the interview.

Current Occupational Literature

MEMBERS of the Guidance Information Review Service Committee are: Wilma Bennett, Edgewood High School, Covina, California; Vera Carlyle, Plymouth High School, Wisconsin; John O. Crites, State University of Iowa; Irene Feltman, Southern Connecticut State College; William E. Hopke, Florida State University; Ralph Kron, Michigan State University; Emil Lubick, City Schools, Long Beach, California; Willa Norris, Michigan State University; Robert O'Hara, Boston College; Richard M. Rundquist, University of Kansas; Ward W. Leis, *Chairman*, Pasadena City Schools, California.

Subject headings have been adapted, with permission of the author, from Occupations Filing Plan, Wilma Bennett, 1958, Sterling Powers Publishing Co., 748 S. Paseo St., Covina, California.

Each item listed has been classified and coded in accordance with the following system:

Type of Publication

- A—Career fiction
- B—Biography
- C—Occupational monograph
- D—Occupational brief
- E—Occupational abstract
- F—Occupational guide
- G—Job series
- H—Business and industrial descriptive literature
- I—Occupational or industrial descriptive literature
- J—Recruitment literature
- K—Poster or chart
- L—Article or reprint

M—Community Survey, economic report, job analysis

N—Other

Recommendation

- ★ Highly recommended (maximum adherence to NVGA Standards).
- ☆ Recommended (general adherence to NVGA Standards). Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).

Acting

- Actor and Actress*, Chronicle Guidance Publications, 1960, 4 pp. 35¢. D★
Actor or Actress, Chronicle Guidance Publications, 1960, 1 pp. 65¢. K

Publications, 1960, 4 pp. 35¢. D★
Public Relations Work, Careers, 1960, 2 pp. Subscription. L
Public Relations Workers, Science Research Associates, 1960, 4 pp. 45¢. D★

Should You Go into Public Relations? Hill, John, W., New York Life Insurance Co., 1960, 12 pp. Free. D★

Advertising

- Advertising Man*, Chronicle Guidance Publications, 1960, 1 pp. 65¢. K
Advertising Men, Chronicle Guidance

- Agriculture**
- Farm Laborers*, Science Research Associates, 1960, 4 pp. 45¢. D★
Farmers, Careers, 1960, 8 pp. 25¢ or Subscription. D★
Some Answers for Larry, Chronicle Guidance Publications, 1960, 2 pp. Subscription. L
- Agriculture—Fruit and Nut Farming**
- Fruit Growers*, Science Research Associates, 1960, 4 pp. 45¢. D★
Horticulturist, Careers, 1960, 2 pp. Subscription. E★
Horticulturist, Love, Robert L., Chronicle Guidance Publications, 1960, 4 pp. 35¢. D★
Horticulturist, Chronicle Guidance Publications, 1960, 1 pp. 65¢. K
- Air Conditioning and Refrigerating Industries**
- Technical Training for the Air Conditioning Industry*, Careers, 1960, 5 pp. Subscription. L
- Air Transportation**
- Take to the Air*, Careers, 1958, 4 pp. Subscription. L★
- Air Transportation—Pilot**
- So You Want to be a Crop Duster*, Wright, Jack, Careers, August, 1960, 4 pp. Subscription. L
- Architecture**
- Architect's Profession*, Careers, 1960, 2 pp. Subscription. L★
- Architecture—Landscape**
- Landscape Architect*, Careers, 1960, 1 pp. Subscription. L
- Art**
- Commercial Artists*, Science Research Associates, 1960, 4 pp. 45¢. D★
Fashion Illustrator, Careers, 1960, 2 pp. Subscription. E★
- Automobile Industry and Services**
- Automobile Brakeman*, Careers, 1960, 2 pp. Subscription. E★
- Automobile Manufacturing Industry**
- Employment Outlook in Automobile Manufacturing Occupations*, U. S. Government Printing Office, 1959, 14 pp. 15¢. I★
- Business**
- Administrative and Related Occupations*, U. S. Government Printing Office, 1959, 3 pp. 5¢. I
- The Changing Role of the Controller**, Hamilton, Douglas L., Chronicle Guidance Publications, January, 1961, 6 pp. Subscription. L★
- Credit Collectors**, Science Research Associates, Inc., 1960, 4 pp. 45¢. D★
- Cashier**
- Cashier*, Careers, 1960, 2 pp. Subscription. E★
- Chemical Industry**
- Careers Ahead in the Chemical Industry*, Manufacturing Chemists Association, 1960, 25 pp. Free. H★
- Chiropractic**
- Employment Outlook for Chiropractors*, U. S. Government Printing Office, 1959, 2 pp. 5¢. D★
- Civil Service**
- Architects, Engineers with an Eye to the Future*, California State Personnel Board, no date of publication. Free. J
- Careers in California State Government*, California State Personnel Board, 1959, 55 pp. Free. J★
- Employment Outlook in the Government Occupations*, U. S. Government Printing Office, 1959, 18 pp. 15¢. I★
- Engineers Get Ahead in California*, California State Personnel Board, 1959, 12 pp. Free. J
- Psychiatrists and Physicians in Correctional Rehabilitation*, California State Personnel Board, 1960, 10 pp. Free. J★
- Confectionery Industry**
- Confectionery Industry Workers*, Science Research Associates, Inc., 1960. 4 pp. 45¢. I★
- Construction Industry**
- Building Trades*, U. S. Government Printing Office, 1959, 3 pp. 5¢. I★
- Construction Helpers and Laborers*, Careers, 1961, 8 pp. Subscription. D★
- Employment Outlook for Construction Electricians and Elevator Constructors*, U. S. Government Printing Office, 1959, 6 pp. 10¢. D★
- Employment Outlook for Painters, Paper-hangers, Glaziers, Asbestos and Insulating Workers*, U. S. Government Printing Office, 1959, 7 pp. 10¢. D★
- Employment Outlook for Sheet Metal Workers and Roofers*, U. S. Government Printing Office, 1959, 5 pp. 5¢. D★

CLASSIFICATION CODE: Type of publication: A—career fiction, B—biography; C—occupational monograph, D—occupational brief, E—occupational abstract, F—occupational guide, G—job series, H—business and industrial descriptive literature, I—occupational or industrial descriptive literature, J—recruitment literature, K—poster or chart, L—article or reprint, M—community survey, economic report, job analysis, N—other. Recommendation: ★—highly recommended, ☆—recommended.

- Employment Outlook for Structural-, Ornamental-, and Reinforcing-Iron Workers, Operating Engineers**, U. S. Government Printing Office, 1959, 6 pp. 10¢. D★
- Employment Outlook for Construction Laborers and Hod Carriers**, U. S. Government Printing Office, 1959, 2 pp. 5¢. D★
- Floor Layer**, Careers, 1961, 2 pp. Subscription. E★
- Construction Industry—Bricklaying and Stonemasonry**
- Employment Outlook for Bricklayers, Stonemasons, Marble Setters, Tile Setters, and Terrazzo Workers**, U. S. Government Printing Office, 1959, 8 pp. 10¢. D★
- Construction Industry—Carpenter Work**
- Employment Outlook for Carpenters**, U. S. Government Printing Office, 1959, 4 pp. 5¢. D★
- Construction Industry—Plastering**
- Employment Outlook for Plasterers, Lathers, and Cement Finishers**, U. S. Government Printing Office, 1959, 8 pp. 10¢. D★
- Construction Industry—Plumbing, Gas Fitting, and Steam Fitting**
- Employment Outlook for Plumbers and Pipefitters**, U. S. Government Printing Office, 1959, 4 pp. 5¢. D★
- Criminology**
- Employment Outlook for FBI Agents**, U. S. Government Office, 1959, 2 pp. 15¢. D★
- Dental Technician**
- Dental Technician**, Cunningham, L. Eileen, Guidance Centre, Ontario College of Education, June, 1960, 3 pp. Subscription. C★
- Engineering Technicians**
- Engineering Technicians**, Careers, 1961, 1 p. Subscription. E★
- Fire Department Work**
- Firemen**, Science Research Associates, Inc., 1961, 4 pp. 45¢. D★
- Food Processing and Production**
- Food and Drug Inspector**, Careers, 1961, 1 p. Subscription. E★
- Furniture Industry**
- Furniture Finisher**, Department of Employment, State of California, 1960 (Rev.), 4 pp. None given. F★
- Furniture Upholsterer**, Department of Employment, State of California, 1960 (Rev.), 3 pp. None given. F★
- Gunsmith**
- Gunsmith**, Department of Employment, State of California, February 1961, 5 pp. None given. F★
- Home Economics**
- Home Economist**, Chronicle Guidance Publications, Inc., 1961, 4 pp. 35¢. D★
- Home Economist**, Chronicle Guidance Publications, Inc., March 1961, 1 p. Subscription. K★
- Careers in Homemaking**, Erma P. Ferrari, Careers, omitted, 4 pp. Subscription. L
- Metal Industries**
- Electroplater**, California Department of Employment. F★
- Heat Treater**, Chronicle Guidance Publications, Inc. K
- Heat Treater**, Bruckhart, William L., Chronicle Guidance Publications, Inc. D★
- Metal Polisher**, Apprentice, California Department of Employment. F★
- Plater Apprentice**, California Department of Employment. F
- Sheet Metal Worker**, California Department of Employment. F★
- Sheet Metal Worker Apprentice**, California Department of Employment. F★
- Military Service—Air Force**
- USAF Academy**, Chronicle Guidance Publications, Inc. J-L
- Military Service—Navy**
- Navy and Coast Guard Career Fields**, Chronicle Guidance Publications, Inc. L★
- Nursing—Male Nurse**
- Man Nurse**, Chronicle Guidance Publications, Inc. D★
- Nursing—Practical Nurse**
- Licensed Practical Nurses**, Science Research Associates. D★
- Nursing—School Nurse**
- School Nurse—Teacher**, Careers. E★
- Office Work—Machine Operator**
- Calculating Machine Operator**, Department of Employment, State of California, 1960, 3 pp. Free. F★
- Office Work—Office Machine Operation**
- Addressing Machine Operator**, Careers, 1961, 1 p. Subscription service. D★
- Office Work—Secretary**
- Secretary (Clerical)**, Department of Employment, State of California, 1960. 4 pp. Free. F★

Office Work—Stenography and Typing

Typist, Chronicle Guidance Publications, Inc., 1961, 4 pp. 35¢. D★
Typist, Chronicle Guidance Publications, Inc., January, 1961, 1 p., subscription service. K★

Optometry

Employment Outlook for Optometrists, Superintendent of Documents, 1959, 3 pp., 5¢. L★

Personnel Work

Employment Outlook for Personnel Workers, Bureau of Labor Statistics, U. S. Department of Labor. L★

Petroleum Industry

Petroleum Refinery Workers, Science Research Associates. D★

Oil Driller, Careers. E

Employment Outlook in Petroleum Production and Refining Occupations, Bureau of Labor Statistics, U. S. Department of Labor. L★

Physical Therapy

California Calling . . . Physical Therapists, Medical Personnel Services, State Personnel Board, Sacramento, California. J

Employment Outlook for Physical Therapists, Bureau of Labor Statistics, U. S. Department of Labor. L★

Physical Therapists—Where to? American Physical Therapy Association. J

Radio and Television—Performers and Producers

Disc Jockey, Department of Employment, State of California, 1960, 3 pp. Free. F★

Restaurant Work

Chefs and Cooks (Fine Restaurants), Department of Employment, State of California, 1961, 5 pp. Free. F★

Counterman (Luncheon or Coffee Shop), Department of Employment, State of California, 1961, 3 pp. Free F★

Employment Outlook in Restaurant Occupations: Waiters and Waitresses, Cooks and Chefs, Managers and Assistants, U. S. Department of Labor, 1960, 8 pp. 10¢. L★

Restaurant Manager, Chronicle Guidance Publications, 1961, 4 pp., 35¢, 25¢ students. D★

Waitress, Department of Employment, State of California, 1958, 3 pp. Free. F★

CLASSIFICATION CODE: Type of publication: A—career fiction, B—biography; C—occupational monograph, D—occupational brief, E—occupational abstract, F—occupational guide, G—job series, H—business and industrial descriptive literature, I—occupational or industrial descriptive literature, J—recruitment literature, K—poster or chart, L—article or reprint, M—community survey, economic report, job analysis, N—other. Recommendation: ★—highly recommended, ☆—recommended.

Retail Trade

Buyers, Science Research Associates, 1960, 4 pp. 45¢. D★

Display Man, Department of Employment, State of California, 1960, 4 pp. Free. F★

Display Men, Careers, 1960, 2 pp. Subscription. E★

Retail Store Manager, Department of Employment, State of California, 1960, 5 pp. Free F★

Salesperson, Household Goods, Department of Employment, State of California, 1959, 4 pp. Free. F★

Retail Trade—Clothing Stores

Salesperson, Department of Employment, State of California, 1960, 4 pp. Free. F★

Retail Trade—Department Stores

Comparison Shopper, Careers, 1961, 2 pp. Subscription. E★

Employment Outlook in the Department Store Occupations: Buyers, Salespersons, Receiving, Delivery, and Related Occupations, U. S. Department of Labor, 1960, 12 pp. 15¢. L★

Retail Trade—Food Stores

Grocery Checker, Department of Employment, State of California, 1960, 2 pp. Free. F★

Scientific Work

Biochemist, Careers, 1960, 8 pp., 25¢ or subscription. D★

Biophysics, The Biophysics Society, June 1960, 4 pp. Free. J★

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The preparation of manuscripts for the *Vocational Guidance Quarterly* should be carefully considered by prospective contributors. Thus, it is not unusual for a good idea or a significant report to be obscured by inadequate preparation. The following guidelines are partly mechanical and partly editorial in nature:

1. Manuscripts should be typewritten, double spaced, with minimum page margins of one inch. The title should be followed by the names of the author or authors and the organization or affiliation of each, including the postal addresses for correspondence and proofs.

2. All manuscripts should be submitted in duplicate so that the editor may retain a copy while it is being reviewed by members of the Editorial Board.

3. Not all manuscripts need be articles: some may be submitted as Notes or "Practical Aids and Useful Methods."

4. It is suggested that consulting standard journals, including the *Quarterly*, for footnoting and bibliographical style would preclude unnecessary delays later.

5. Where possible, glossy prints of attractive illustrative materials, or relevant exhibits such as charts, graphs, promotional materials, may be submitted along with the article.

While the foregoing are indicative of certain guidelines, it is especially urged that contributors consider the extent to which a given article is unique, interesting, says something not previously said in the *Quarterly* or, for that matter, in any standard textbook. It is especially urged that contributors review previous issues of the *Quarterly* in order to make such determination. Above all, the relationship of the article to *Vocational Guidance* should be an important criterion for submission to this journal.

Further points to consider are:

1. No article should be less than 600 words (except for Practical Aids and Useful Methods) or more than 2,500 words (except for invited articles or reviews of special topics in vocational guidance).

2. It takes several months to complete Editorial reviews; patience is requested from contributors. At present the gap is closing and a period of 3 months may be expected as normal.

3. Interesting vignettes, poems, cartoons, and news stories are welcomed, either as originals or from other sources which should then be cited appropriately.

4. Correspondence with the Editor prior to submittal may clarify contributors' questions and is invited.





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